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ABSTRACT

This report summarizes the results of a project to develop a professional competence description for teachers in technical and further education (TAFE) in New South Wales to inform the initial and continuing educational needs of the profession. Chapter 1 discusses the conception of competence that underpins professional practice and includes a brief summary of the literature that has addressed teacher competence. Chapter 2 explores the contexts in which professional practice occurs in the TAFE environment and outlines the problems associated with drawing distinctions between the competence required of beginning and more experienced TAFE teachers. Chapter 3 outlines the research methodology used in the collection of data to develop the competence descriptions, including a workshop, questionnaire, memorable incident interviews, extended workplace interviews, and a literature review. Chapter 4 outlines the professional competence description. The description is divided into three domains of practice: adult teaching and learning, professional practice, and organizational development. Each domain is divided into a number of practice areas and incl des a statement that indicates the knowledge base that underpins practice in these areas. Each practice area is described using three components: action, example, and performance guide. Appendixes show the results of the modified functional analysis, questionnaire schedule, semistructured guides for interviews, and annotations of 30 references. (YLB)

ED 391 017

QUALITY TEACHING WORKFORCE
FE NSW

PART 1

FESSIONAL COMPETENCE
THE INITIAL AND
NTINUING EDUCATION
SW TAFE TEACHERS

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at the launch of the Project

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MACTEQT/TAFE
Taskgroup:
Principles for Quality
Teaching in TAFE

1. *Teaching is a professional activity which is derived both from technical expertise and experiential and theoretical knowledge.*

2. *The professional practice of teaching is founded on ethical relationships with students and colleagues.*

3. *The practice of teaching is a complex and creative process and should be influenced by ongoing critical reflection and informed by research and practice.*

4. *Teaching should foster in students a commitment to lifelong learning.*

5. *Teachers' professional knowledge and skills are acquired through prior and concurrent experiences and teacher education and continuing education programs.*

6. *Teachers' professional knowledge and skills are applied in a variety of contexts and settings in collaboration with stakeholders.*

7. *Initial teacher education programs should be designed:*

   - *to reflect principles of adult learning;*
   - *in response to the needs of both teachers in training and TAFE as the employer;*
   - *in collaboration with stakeholders;*
   - *to maximise opportunities for recognition of prior learning, articulation and portability.*

8. *Initial teacher education for TAFE teachers in content and delivery needs to take into account the characteristics of teaching listed in the preceding principles.*

FOREWORD

There is overwhelming agreement that the work of Technical and Further Education teachers has changed as a result of the National Training Reform Agenda. The increased national and international focus on developing highly skilled, flexible workers that meet the needs of a rapidly changing economy, has produced a policy environment in which vocational education and training teachers must implement policy decisions in ways that meet the aspirations of learners, the needs of industry, the requests of communities, the requirements of various regulatory bodies and Federal and State legislation. They must undertake these responsibilities in ways that deliver education and training courses that are both flexible and of high quality. They must maintain their work related technical knowledge and skills at a time when future forms of work are by no means certain. They must also maintain their educational knowledge and skills at a time when the future forms of educational practice are evolving to meet the needs of a learning society. They must come to grips with rapidly changing information technology systems and incorporate these new forms of communication into their educational programmes. Finally, and arguably most importantly, they must perform their work within an ethical framework of practice, that recognises the rights of individual learners, the value of learning and the responsibilities of professional practice.

This report summarises the results of a project to develop a professional competence description for teachers in TAFE NSW to inform the initial and continuing educational needs of the profession. The profile developed is the result of inputs from a large number of full time and part time TAFE NSW teaching staff who willingly contributed their time and experience in its formulation. The description produced records the professional competence that TAFE NSW teachers demonstrated and valued in their practice. However competency descriptions are always formative thus the professional profile described in this report needs to be regularly revisited and revised.

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CHAPTER 1
INTRODUCTION

1.1 AIMS OF THE PROJECT

The results of the project outlined in this report, forms part of a larger project entitled **A High Quality Teaching Workforce for TAFE NSW**. One of the major aims of this project was to develop a professional competence profile that could be used to inform the initial and continuing education programmes developed for NSW TAFE teachers. Once established, the profile was seen as benefiting the profession in a number of ways including:

- articulating for the first time the range and variety of practices that TAFE teachers currently do well
- informing the content and processes used in professionl development programmes designed for TAFE teachers
- providing a basis on which systems for the Recognition of Prior Learning can be developed
- assisting teachers in mapping their own professional development needs
- describing within a common framework the knowledge, skills and other attributes that all TAFE teachers share in their professional work
- providing a basis for discussion on the direction of TAFE teaching in the future

In this report we have attempted to describe the TAFE teaching profession in a coherent and inclusive way. This is by no means an easy task. TAFE teachers work in a wide variety of locations and contexts. They work with individuals, groups, industries and communities. They work both inside and outside TAFE colleges. They work with a diverse range of learners. They work with the employed, the unemployed and those seeking to change employment. They work with the advantaged and the disadvantaged. They work within a culture of access and equity. They design and deliver either standard courses or courses tailored to meet the specific requirements of a particular industry or group. They work with full time, part time and distance education learners and finally they work in a profession whose membership, is made up of individuals with, arguably, the most diverse backgrounds of any profession. Some come to the profession from strong discipline based occupations, others come from strong practice based occupations. They also come to the profession with a wide variety of life experiences and qualifications and many work part time within the TAFE system.

Though the diverse nature of the profession and the contexts in which its members work provide real difficulties for describing professional competence, the information gathered in the project has revealed common ground in terms of what practitioners regard as competent professional practice in TAFE teaching.

Chapter 1 Discusses the conception of competence that underpins professional practice and includes a brief summary of the body of literature that has addressed teacher competence.

Chapter 2 Explores the contexts in which professional practice occurs in the TAFE environment and outlines the problems associated with drawing distinctions between the competence required of beginning and more experienced TAFE teachers.

Chapter 3 Outlines the research methodology employed in the collection of data to develop the competence descriptions; workshop, questionnaire, memorable incident interviews, extended workplace interviews, and a literature review.

Chapter 4 Outlines the professional competence descriptions.

Appendices Show the results of the modified functional analysis; the questionnaire schedule; the semi-structured guides for the various types of interviews and the literature review.

We hope that the results of this project stimulate further discussion within the profession and contribute to the further development of the TAFE teaching profession.

1.2 COMPETENCE AND PROFESSIONAL WORK

A literature review conducted as part of this project revealed that much has been written both here and overseas concerning the nature of professional work and the competency requirements of the teaching profession. It also revealed a variety of conceptions concerning teacher competence.

THE NATURE OF PROFESSIONAL WORK

There seems to be general agreement that professions have at their base a body of specialised knowledge. An additional commonly held view about professions is that society surrenders a degree of control to individual members of professions who in turn are expected to exercise a degree of social responsibility and self-regulation. This second feature adds an emotional and ethical dimension to professional practice. Both these characteristics should be reflected in professional competency descriptions.

PROFESSIONAL KNOWLEDGE

The most conventional way of differentiating "higher status" occupations including professions has been that incumbents require "more knowledge" than in occupations of "lower status". Sociologists for example when determining the characteristics of professions have suggested that all professions are based on the possession of a body of specialised theoretical knowledge. A related assumption has been that professionals require a range of more abstract cognitive skills than other occupations. For example, amongst other skills, engineers need problem-solving skills, doctors need empathetic skills and architects require skills in aesthetics. The mere possession of the body of knowledge and related abstract sets of cognitive skill does not, of course, guarantee that an individual acts professionally. Ultimately it is the application of this knowledge within context based practice which determines professionalism. It is here that the significance of the theory-practice connection in professional practice becomes apparent.

A further feature of the body of professional knowledge is that much of the theoretical or codified knowledge of the profession fails to incorporate practice based "know-how" because, more often than not, it is imprecise and implicit in nature and therefore difficult to access. This knowledge-in-use can be made more explicit in descriptions of professional practice and therefore has the potential for inclusion in professional education programmes.

Two models of professional practice are commonly found in the literature. The first the "Expert Systems" model (Winter & Maish 1991) views a

professional practitioner as being in the business of making a series of decisions; and professional expertise as involving the application of the profession's body of knowledge in the decision making process. It is seen as a systematic process with problems regarded as having pre-determined ideal solutions, the "best" solution being the one based on the most thorough analysis of the situation and circumstances. A professional in this case is seen as someone who examines all of the factors involved in the "problem" and uses their professional body of knowledge to reveal the "best solution". In its extreme form it argues that decision making can be codified and solutions **generated** using pre-determined operational rules. In this view the professional is the applier of the rules and professional practice becomes a matter of technique.

Critics of this model argue that in the real world of decision making rules can only guide decisions not generate them. The model relies on that elusive feature "objectivity" in the decision making process. All practitioners, inevitably, have to interpret situations when working. Acts of interpretation must always get in the way of simple means/ends theories of action and objective decision making. In the real world of decision making different interpretations mean that it is often not possible to find the "optimal" solution as very rarely can agreement be reached as to what is an "optimal solution".

The "Implicit Expertise " model has been proposed as an alternative to the systems approach to professional work. It argues that the real world of action is characterised by specific contextual characteristics and unpredictable events. Most situations are not typified by "objectively defined problems" consequently systematic analysis will not be appropriate. Indeed it argues that the use of rules and systematic analysis characterises the activities of the novice rather than the expert in most professions.

Expertise in a profession is characterised not by using systematic analysis but rather by developing general guidelines and a repertoire of concrete examples from experience. The fully expert professional works "intuitively" basing action on a collection of context developed factors and "situational understanding". This intuitive process has been described by Schon and others as "reflection in action". Problem-solving and problem setting are in fact bound together and operate at the same time through the process of negotiating, interpreting and renegotiating the changed meanings of the situation as presented. Solutions produced are never permanent but become the basis for new solutions. Practice is the basis of developmental professional learning. Knowledge is developed through a continuing process of reflection on practice. The body of knowledge central to professional practice is never complete but is continuously refined and broadened in the context of the practitioner's concrete practice.

The models outlined above are, of course, not incompatible. In certain circumstances professionals will act using the codified knowledge of the profession while in other circumstances they will rely on their own "implicit"reading of a situation. They may also of course use combinations of both. Professional practice includes the ability to use codified professional knowledge and incorporate it with contextual knowledge gained through experience. Competency descriptions can and should reflect both.

Professional competence should incorporate the complex nature of knowledge and its application in the practice of professional work.

DEVELOPMENT OF KNOWLEDGE

As the preceding section showed knowledge development is also an important issue for professional practice. Professionals reflect on their experiences, and adjust their practices as a result of reflection. This in turn contributes to the profession's body of knowledge. Competency descriptions should capture the knowledge creation abilities of professional practice.

Knowledge creation is a characteristic of professional practice. This characteristic should and can be reflected in competency standards descriptions of professional practice.

Earlier it was suggested that an additional feature of professions was that society surrenders a degree of control to individual members of professions who in turn are expected to exercise a degree of social responsibility and self-regulation. This second feature adds an emotional and ethical dimension to professional practice.

EMOTIONAL DIMENSION

In many professions this additional dimension is often sanctioned by the state in the form of certification to practice and is based on the recognition of the professional practitioner's specialised knowledge. Inevitably an emotional relationship is created between the practitioner and those accepting the practitioner's authority. The problems and expectations of the "clients" ("learners" in the case of teachers) lead to a certain tension between the professional and the "client". A professional must on the one hand "empathise with the client "yet retain an emotional distance. The emotional dimension of professional work is recognised by experienced professionals. Emotional feelings are not aberrant features of professional work to be avoided at all costs. Rather they should be seen as an inevitable

part of professional life which professionals must acknowledge, understand and manage.

Any description of professional competence must include the emotional features of professional practice.

PROFESSIONAL VALUES

Professions hold certain values that are intrinsic to the profession. Teaching for example surely has as its base a view that the opportunity to learn and understand is a fundamental right of people, while the medical profession believes that health is a fundamental human right. The principled stand taken by professions does, of course, require implementation and application to concrete situations and it is in this area where real professional dilemmas may develop. Often different moral principles conflict, complex judgements have to be made and professional dilemmas managed. The professional must, in fact, make judgements in an effective and defensible way over the competing claims of particular principles. An experienced professional must therefore have the capacity to recognise the values of the profession yet at the same time make ethically defensible complex judgements when these values and principles come into conflict with other moral values and principles (Chappell & Hager 1994).

The ethics, implicit values and professional dilemmas of professional practice must surface in any description of competent professional practice.

1.3 TEACHER COMPETENCE

The concept of competence has been around the teaching profession far longer than has been the case for other professions. Early attempts to describe teaching practice leant heavily on the ideas of behaviourism. This conceptualised teaching practice as a series of discrete, observable tasks and became a broad movement in the USA. There teachers' work was described in the form of a lengthy series of technical tasks each having an evaluative statement attached to it describing the standard required when performing each task. The best known example of this approach was Competency Based Teacher Education (CBTE) and its failure has been well documented (Short 1984, Simons and Elliot 1989). It is beyond the brief of this report to make a detailed analysis of the failure of CBTE. However such an analysis does reveal that CBTE viewed the teaching profession from an extreme "Experts Systems" model of professional work in which components of the teaching-learning dynamic could be broken down and measured. It was

assumed that rules concerning teaching and learning could be established and the relationship between the variables worked out. Implicit in this view of learning was the belief that learning outcomes were predictable as long as all the components making up the system could be identified and the rules governing the relationship of these components could be formulated. Over 1000 components were identified. These "behaviours" were then labelled competencies and formed the basis for professional development.

The failure of CBTE was due in part to its assumption that professional work was open to a mechanistic analysis which, if conducted exhaustively, could codify performance and produce "correct" or "optimal" solutions to all teaching/learning situations. CBTE ignored the fact that the real world of teaching and learning is characterised by unique situations and unpredictable events and that all analysis is coloured by the act of interpretation. CBTE, infused with the spirit of "objectivity", also ignored the emotional and value based characteristics of the professional work of teachers.

Adequate competency descriptions cannot be developed using an expert systems model of professional practice. Behaviours cannot be analysed and broken down to a myriad of components without losing the contingent nature of professional practice. Rules cannot be developed to codify and objectively assess correct professional practices in all contexts.

1.4 WHAT IS COMPETENCE?

Traditionally analysis of vocational competence has been restricted to jobs of relatively low status and minimal prior educational requirements. Where attempts have been made to use a similar approach in higher status jobs (including CBTE) they have come under sustained criticism.

Critics claim that the task analysis methodology used is based on an inadequate conception of competence equating it with the mere ability to perform discrete tasks to the standards of performance required when doing these tasks. Work is analysed in terms of the tasks and sub-tasks that a "competent" incumbent of that job performs. Each task and sub-task also has a standard descriptor attached to it. The result is a long list of competency statements which are very time-consuming to asses. But such exhaustive assessment misses the point in that the work has been trivialised to a series of minute discrete tasks. In the process, what it is to be competent in the increasingly complex and changing world of work has been overlooked.

When discussing the establishment of competency-based standards in the professions Gonczi et al. provide a different definition:-

*"A **competent** professional has the attributes necessary for job performance to the appropriate standard".*

(Gonczi et al. 1990)

This definition brings together performance, attributes and standards. Attributes (by their definition) include all elements which contribute to competent performance including knowledge, skills, abilities and attitudes and make more explicit the need for any competency analysis of professional work to address issues such as knowledge development, ethics and values and to incorporate them into the analysis. This integrated model (Gonzci et al. 1990) of professional competence therefore comes closest to capturing the complex combination of attributes that contribute to the competent performance of professional work within its varying contexts.

The Integrated Approach to competence development produces information concerning both the role/tasks and underlying attributes of practitioners in the context of their professional work. This approach has been used by a number of professions in Australia and is the one adopted here. An outline of the methodology used in this integrated approach is found in Chapter 3.

CHAPTER 2
THE CONTEXTS OF TEACHING IN TAFE NSW

2.1 TAFE TEACHERS

The special nature of TAFE teachers has long been recognised (Chappell, Gonczi and Hager 1994). TAFE teaching unlike other professions is never an occupation of first choice. TAFE teachers are always recruited on the basis of having expertise within another occupation. Thus TAFE teaching always involves people who have made one or more career moves and who bring with them a range of life experiences derived from the work environment. Beginning TAFE teachers are also generally older than their equivalents in other professions and have a wealth of life experiences which may assist them in their new career.

The special nature of TAFE teachers distinguishes them from both school and higher education teachers. They generally have a stronger commitment to fields of practice than fields of study. They often maintain connections with their industry based occupations and have a utilitarian, view of education. They may have been involved in a training role within their first occupation. They may have worked part time in TAFE for a number of years and may have undertaken short courses in developing teaching and learning skills.

Given the diverse nature of beginning TAFE teachers, fewer general assumptions can be made regarding their needs in terms of initial professional development programmes. The technical skills required to plan, present and evaluate learning activities within an adult education environment are essential, but these may have already been developed by practitioners. Professional TAFE teaching is also more than "technique" and must involve such things as contingent and ethical decision making, critical reflection, self-initiated professional development, problem-solving based on practical experience and/or research and a variety of other attributes of professional practice. TAFE teachers must also address the problematic, contested and changing views concerning the creation and development of knowledge within occupations and within education.

When discussing contemporary professionals and their work Boud and Felletti suggest that:

> *"They will have to adapt to numerous economical, political, scientific and technological changes and, as members of their profession, to participate in advancing, moderating or retarding changes as they affect the whole of the world. Adapting to, and participating in change and self-directed learning are composite competencies. Each will require the development of a number of component competencies, such as the skills of communication, critical reasoning, a logical and analytical approach to problems, reasoned decision making, and self-evaluation."*
>
> (Boud & Felletti eds. 1991 p24)

The initial professional development of TAFE teachers must include yet move beyond the teaching-as-technique paradigm and provide a foundation for the ongoing development of competent professional practice. It must also provide mechanisms by which the variable entry levels of practitioners are recognised, utilised and developed within the initial programme.

2.2 TECHNICAL AND FURTHER EDUCATION

Technical and Further Education in Australia is a pluralist system It has evolved differently in different states (Goozee 1993) and within each state it has developed a variety of forms related to the diversity of client groups, industry and community needs and political policy decisions. Twenty years ago the Kangan Report gave the Australian TAFE system an identity that placed great emphasis on the individual needs of students within the vocational education and training context, while more recent government decisions has placed a greater emphasis on the emerging needs of industry and the economy (Dawkins 1989). TAFE teachers work in a culture that values the social goals of access and equity, personal and occupational development, second chance educational provision and the educational needs of communities. They also work within a culture that values the economic goals of increased industrial efficiency and contemporary skill development and which recognises the market value of the skills of its workforce.

The pluralist dimension of Technical and Further Education together with the range and levels of its educational provision and client groups distinguishes it from other sectors of education. TAFE teachers work in many contexts, with many different client groups who have divergent needs and expectations.

2.3 INITIAL AND CONTINUING EDUCATION

The question of what should be the legitimate and distinctive roles of initial and continuing education becomes problematic, given the wide range of contexts in which beginning TAFE teachers may be asked to work and the diversity of experiences that they bring with them to their practice.

The technical competence required in organising and delivering learning activities is an obvious candidate for initial teacher training. If, however, beginning teachers are given the idea that teaching is essentially a question of the acquisition of technique the initial programme will not provide teachers with a framework to critically analyse and reflect on their teaching

practice. Knowledge of teaching and learning is, after all, a contested knowledge domain. Thus initial teacher training must not only provide teachers with the practical skills required in presenting learning sessions, it must also provide them with a conceptual framework by which they can locate their particular views of teaching and learning within the broader constituency of teaching and learning. Without this understanding teachers may find it more difficult to adapt their teaching practices to new contexts, different learners and changing contents. This does not imply that the practical skills required in delivering learning are unimportant but rather that they should be seen as springing from particular views of teaching and learning. Fortunately the concurrent in-service nature of TAFE teacher training is an important strength of the current arrangements in NSW and enables teachers to operate from concrete contexts to test the theoretical frameworks presented in their initial teacher training.

Given the research findings on how professional expertise is developed, TAFE teacher competence should be seen as a developmental phenomenon. It should not be segmented by arbitrary divisions concerning initial and continuing professional education. Competency descriptions can assist training providers in making judgements about what realistic outcomes could be expected from initial and continuing education programmes, though ultimately the decisions regarding content must be based on issues such as programme length, entry level competence, vocational education and training priorities, levels of funding and access to continuing education programmes.

CHAPTER 3
METHODOLOGY FOR COLLECTING THE DATA

3.1 RATIONALE

The professional competence profile of vocational education and training teachers (which is described in Chapter 4) was developed using a combination of methods:

- TAFE teacher workshop - modified functional analysis
- Questionnaire sent to practicing TAFE teachers
- Memorable Incident interviews
- Semi-structured general interviews with TAFE personnel
- Examination of existing teacher and trainer competencies

This combination of methods was chosen based on the work of Gonczi et al. (1990) and the experiences of a number of relevant professions and occupations who have developed competency standards including Adult Basic Education Teachers, Medical Scientists, Dietitians, Youth Sector and Residential Care Workers.

No single method is capable of capturing all aspects of competent professional practice and the combination of methods maximised the possibility of producing a rich description of professional competence that incorporates both work tasks and the concomitant attributes of practice. It also produced a manageable set of competencies thus avoiding the difficulties encountered in Competency Based Teacher Education (CBTE) where the sheer volume of competency statements made them impractical to use.

The literature search provided a great deal of information regarding the performance aspects of teaching and training in vocational education (Denning 1991, Hall et al. 1991), and the attributes, values and ethical stances required of school teachers (Preston & Kennedy 1994).

The methods outlined above were designed to combine and validate both performance and attributes of performance within an integrated competency description.

The research phases of the project necessitated the collection of a great deal of data that was either transcribed or carefully summarised. The information gathered from the various sources outlined in this chapter was then analysed to develop the profile described in Chapter 4.

3.2 MULTI - METHOD RESEARCH APPROACH

The research design was based on the principle of triangulation. Data concerning conceptions of TAFE teacher competence was gathered using 5 research methods; the functional analysis workshop, a questionnaire, memorable incident interviews, general interviews and previous work reported in the literature review.

The data collected from each method was then organised, analysed and compared with data produced by the other research methods. The organisation of data collected by each method varied.

The results of the functional analysis required little by way of organisation or interpretation. The outcomes of this workshop were developed by the teachers participating and were agreed to during the workshop.

The organisation of the results of the questionnaire was facilitated using a number of filters. Firstly, the aim of the project was to develop a professional competence profile that would be applicable to all TAFE teachers irrespective of the particular context in which they worked. Therefore specific issues raised by teachers relating to particular situations or teaching programs were eliminated after checking that they were not indicative of a more general issues of concern to TAFE teachers. Secondly, idiosyncratic or personal statements were also removed once again after a check was made that these statements did not fit a particular category in terms of teachers general concerns. Finally, duplicate and similar responses were brought together under a single response category reflecting the commonality contained in the responses.

The results of the memorable incident interviews were organised by having them taped and transcribed. These were then analysed to identify underpinning attributes that contributed to the professional practice revealed by the interview and the work activities of teachers. The general interviews were also taped and transcribed and analysed to identify issues that TAFE personnel, with a teacher management role, saw as important features of TAFE teachers competence.

3.3 SELECTION OF RESPONDENTS

The selection of participants for the functional analysis was based on 3 criteria.

- 1-2 years out of initial teacher training
- deemed as "competent" by their Institute
- representative of training division, geographical location and gender

The selection of respondents for the questionnaire and interviews was based on the advice of TAFE representatives on the MACTEQT task force. The three Institutes nominated were seen as representative in terms of training divisions, geographical spread and size. Human resource personnel at the college were approached for their cooperation in providing lists of institute staff. These were then used to approach individual teachers regarding interviews and were also used to send out the questionnaire. The questionnaire was sent to all full time staff in the three Institutes and questionnaires were also sent to the home address of part time staff. The response rate to the questionnaire was disappointing (15% FT, 14% PT) and there are a number of possible explanation for this. Firstly from the data base available there were difficulties in identifying part time teachers who were actively engaged in teaching from those who were not. Secondly, and perhaps most importantly, comments made by TAFE teachers who did respond and the comments made in subsequent interviews indicated that many TAFE teachers, in 1995, were experiencing what could be described as "change overload" Completing the questionnaire was not given a high priority by teachers who were experiencing considerable pressures in their work. However, the use of these results as a validation device, within the context of the multi-method research approach remained a valuable resource for triangulation purposes.

Interview respondents were selected on the basis of representing TAFE teachers in terms of Training Division, experience, gender balance, and location. At the time of the request to interview, permission was also sought to tape the proceedings. To ensure some level of spontaneity of responses, participants were given an overview of the purpose of the project and only a broad indication of the topic area to be discussed. Immediately prior to the interview the interview guide questions were explained and the respondents were given the opportunity to request clarification.

3.4 VALIDATING THE DESCRIPTION

The process of validation using the multi-method research approach is an iterative process that involves organising and interpreting data from one source into a tentative explanatory framework and testing this framework against data developed from a second source. Confirmation strengthens the explanatory framework and can be further tested using data from a third source. Contradiction weakens the explanatory framework and either leads to a re-framing or a search for confirmation from another source.

This process is repeated as more and more data is organised and interpreted. For example the question "*What are the roles undertaken by a competent TAFE teacher?*" was answered in this project by testing the roles identified by teachers in the functional analysis with the answers given by teachers responding to the questionnaire item 16. The result from this source confirmed the roles identified and also indicated the importance

placed on the teaching and learning area by TAFE teachers in their professional work. Further confirmation of this was found by using the results of the student satisfaction survey undertaken by TAFE NSW (McGrath 1995). Finally these roles were checked against previous reports to do with TAFE teacher work including Hall et al. (1990), Scarfe (1991), Denning (1993) and VEETAC (1993) and the information contained in the general interviews of TAFE personnel. The result was that there was strong confirmation that these roles were seen as central features of TAFE teaching practice.

This iterative process described was repeated to confirm and /or modify each Action statement and Performance guide appearing in the professional competence profile in Chapter 4. This was done not only as a confirmation exercise but was also used to develop a description that would accommodate, as far as possible, the diverse contexts in which TAFE teachers perform their work.

An additional influence on the formation of these statements was that they should reflect the complex decision making processes that TAFE teachers undertook in their everyday practice. The position outlined in the MACTEQT/TAFE Taskgroup principles document was confirmed by the analysis of the memorable incident transcripts. Decisions made by teachers were rarely restricted to simple means-ends theories of action but involved bringing together diverse combinations of knowledge and understanding, values, ethics, interpersonal interactions, experience and formal educational theories. The statements developed were written in ways that attempted to reflect this complexity.

The format chosen for the profile also attempts to reflect the complexity of practice. The decision to nominate 3 broad domains of practice in the profile is based on grouping the roles in terms of their primary purpose. The roles to do with teaching and learning focus primarily on the delivery of quality learning experiences for students. The roles to do with organisational development focus primarily on the development of quality systems within the organisational context. The domain of professional practice involves the teaching roles that focus primarily on the development of the expertise of the teacher. The use of 3 domains rather than a larger number of categories attempts to avoid giving the impression that competent practice consists of being able to perform a number of separate and discrete units of work. The format chosen in this description attempts to promote an integrated and holistic picture of professional practice.

3.5 MODIFIED FUNCTIONAL ANALYSIS WORKSHOP

Functional Analysis is a workshop based method developed in the United Kingdom to produce competency descriptions for occupations. As with all methods, it has a number of advantages and disadvantages. Its major

advantage is that it produces competency descriptions which directly format into units, elements and performance criteria and it produces them in a relatively short time. The disadvantages are that it fails to capture the attributes of competent practice, focusing instead on its behavioural aspects and it also assumes that practitioners can make explicit the things that make them good at their job. It thus ignores the importance of "tacit", often unverbalised, knowledge that commonly underpins competent practice.

The process was modified by asking participants at the beginning of the process to nominate the knowledge, qualities and values that they thought underpinned competent practice. With these available the facilitator challenged the subsequent descriptions of practice using the attributes proposed. Thus the attributes list became integral to the performance descriptions. The key purpose statement developed and agreed to by the participants at the beginning of the process also clarifies and focuses the level of practice that is being described. The selection of participants, who were all 12 months out of teacher training, also kept the focus at the appropriate level.

SELECTION OF WORKSHOP PARTICIPANTS

The 15 workshop participants were selected on the basis of being deemed "competent" by their Head Teacher/Senior Head Teacher and 12 months out of teacher training. Subsequent selection was based on various relevant factors including: geographical representation, size of college, gender balance and training division representation. The workshop was conducted over two days and was facilitated by staff of UTS experienced in conducting such workshops.

THE WORKSHOP SUMMARY

After explaining that the purpose of the workshop was to develop a set of competency descriptions that could inform a review of the Grad. Dip. Ed. (Technical), participants were asked to suggest what qualities and values were important attributes of practice within TAFE.

Identified qualities included: *flexibility, patience, commitment to education, compassion, empathy, ethical awareness, recognition of equality of educational provision, recognition of merit, respect for individual difference, working as a team, self-confidence, openness, commitment to utility of learning outcomes, problems solving, and capacity for working autonomously.*

Identified values included: *commitment to individuals right to learn, respect for individuals, integrity in decision making, responsibility to industry for learning outcomes and justifiable decision making.*

Workshop participants were also asked to develop a key purpose statement for TAFE teachers and after discussion and agreement produced the following:

> ***"To facilitate the learning outcomes of individuals in response to industry and community needs within the guidelines of TAFE organisational policy."***

The roles of TAFE teachers were also identified, these being:

- Administration
- Liaison
- Professional Development
- Teaching
- Assessing
- Developing Courses
- Preparing Teaching Resources

Areas of competent performance were developed from these roles. Not surprisingly, teachers in the workshop indicated that they placed the greatest emphasis on their teaching role.

For each area of competence, answers were also produced to the following questions:

> ***"What has to happen in order to achieve this unit?"***
>
> ***"What evidence would you look for to judge that this had been achieved satisfactorily?"***

There was insufficient time in the workshop to complete all aspects of the description. However, useful information was gained in terms of further development of descriptions of practice.

The results of the modified functional analysis can be found in Appendix 1.

3.6 THE QUESTIONNAIRE

A draft questionnaire was trialed with a group of TAFE teachers. The questionnaire was then amended in light of the responses given. This included re-writing a number of questions to reduce ambiguities and making a number of format changes.

The questionnaire (Appendix 2) was sent to part time and all full time TAFE teachers in North Sydney, Western Sydney and the North Coast Institutes of TAFE. These Institutes were chosen by the project reference group because they represented inner, outer and non-metropolitan Institutes and also embodied, between them, all of the Training Divisions within TAFE NSW.

The questionnaire was designed as a multi-purpose instrument. Questions 7, 10, 11, 16 and 17 were designed specifically to provide additional data for developing the professional attributes. The values and ethical positions highlighted by teachers in the modified functional analysis could then also be validated as could the roles and units developed.

The other questions were asked to provide information regarding the initial and continuing educational needs of TAFE teachers. This information, in some cases, also illuminated the competence profile description particularly in forming a view on what occupational roles could be legitimately expected to be undertaken by new TAFE teachers and what roles would be taken up by more experienced teachers.

THE QUESTIONNAIRE SUMMARY

The questionnaire was sent to 2000 full time and 300 part time teaching staff working at North Sydney Institute of TAFE, Western Sydney Institute of TAFE and the North Coast Institute of TAFE. To facilitate the return rate full time staff were given a reply envelope and a central return address within the Institute. For part time staff, the questionnaire was sent to their home address with a return paid envelope enclosed. The return rate was 15% for full time staff and 14% for part time staff.

The initial analysis eliminated duplicate responses within each training division, leaving the unique responses for further analysis.

QUESTION 7

In response to a question about the most important change to teachers' work a number of clusters were identified. After personal and teacher specific statements were removed strong clusters of responses grouped around **competency based training (CBT) and assessment** and the

training reform agenda and related curriculum changes. Another strong cluster of responses nominated **increased workload,** as being important. Responses in this group were expressed as perceptions of greater responsibility, greater administrative requirements, and increasing requirements in terms of flexible delivery. Another group of responses identified **organisational restructuring** as impacting negatively on the role of a TAFE teacher. Smaller clusters nominated the increasing impact of **computing** and **technology** on teaching, and the **reduction in resources** for teaching and **staff development** as being important. Other responses included **changing student profiles, marketing** courses and **teaching in new vocational areas.**

QUESTION 8

The question asking for major educational problems confronting TAFE teachers brought a wide range of responses. When the teacher and discipline specific statements were removed, the strongest cluster was grouped around **teachers' working conditions** which were expressed in terms of increased preparation for new courses, lack of contact with other teachers within the discipline, longer face-to-face teaching hours with shorter incidental time and increased marking and administrative loads, and inadequate staffing. Another strong cluster grouped around **training reform agenda** issues. The areas of most concern were the **National Core Curriculum,** compliance with **National Standards** the implementation of **Competency Based Training (CBT) modules,** and **Recognition of Prior Learning (RPL).** Another strong cluster of statements were **TAFE specific** and included descriptions of **organisational** factors (at policy, institute, college and sectional levels), degree of support from **Industry Training Divisions,** funding, accommodation, availability of resources and equipment and to a lesser degree a lack of knowledge about **industry requirements** and competition from private providers. Statements associated with the changing profile of **student characteristics** formed another strong cluster. These characteristics were expressed in statements such as younger, less motivated and often unemployed students, low entry levels, the diversity of cultural backgrounds and abilities and changing student perceptions and expectations of education. The remaining statements grouped around problems associated with **courses.** These statements included **lack of flexibility,** duplication of **subject** matter within courses and **curriculum** not meeting student needs. Ongoing **professional and staff development** formed another identifiable cluster and was expressed in terms of keeping **up-to-date** in both teaching and subject areas in a rapidly changing climate, little opportunity for interaction with peers and little opportunity to return to industry to update. The remaining statements included the place of **computers** in education and training and the lack of opportunity for **research.**

QUESTION 10

A question asking teachers to nominate qualities required of a TAFE teacher working in the 1990's drew a number of identifiable clusters. During initial analysis statements that were of an ideosyncratic or personal nature were eliminated. The remaining statements clearly clustered around teacher attributes of **knowledge, skills** and **attitudes.** The statements grouped around the knowlege required were expressed in terms such as having a broad and thorough understanding of subject areas as well as having knowledge of teaching and learning process, knowledge of industry, knowledge of multicultural issues, knowledge of students and of current issues. A cluster of skills based statements focused on both practical and interpersonal and communication skills. The practical skills were expressed in such statements as administrative skills, technological skills, classroom management skills and the ability to work under stress, while the interpersonal responses nominated such skills as empathy, being sensitive to differing learning styles, and ability to communicate. Respondents indicated clearly that certain attitudes to life, to the broad education and training issues, to their profession, to their specific work situation, and to their students were required. The statements clustered in this area were exemplified by expressions "such as love of life," "commitment to lifelong learning," "preparedness for ongoing professional development", "and being non-discriminatory toward all students".

QUESTION 11

An analysis of the values and ethical positions of respondents revealed clear agreement concerning a number of professional attributes. Statements reflecting site specific concerns were removed as were statements to do with knowledge rather than values and statements that were ambiguous. Of the remaining statements, the most common cluster of statements concerned the issue of educational **equity, tolerance and respect** for all students. This group of values expressed itself in terms of commitment to respecting individual differences, gender and cultural background, privacy, confidentiality and the varying abilities of students. Another strong cluster of statements reflected the value of **professional commitment.** This was expressed in terms of commitment to continuing professional development, quality teaching and learning, best practice, professional responsibility and accountability. Another strong group of statements clustered around the values of **integrity/honesty and openness** which were expressed in terms of fairness, consistency in relationships with learners and other staff. A further cluster of statements centred on the notions of **reflective practice and flexibility** in teaching and learning. The remaining statements consisted of a variety of views including a focus on adult teaching and learning principles, industry requirements, TAFE policies and a variety of attributes which included self-confidence, personal commitment, patience and teamwork. The questionnaire responses were

very similar to the responses from TAFE teachers in the functional analysis workshop.

QUESTION 12

In response to a question asking teachers to nominate the area of their current work that was least addressed by their initial teacher training, the majority of statements clustered around **practical teaching.** Responses included making teaching methods and materials industrially relevant, student centred learning, dealing with students from dysfunctional backgrounds, initial "survival skills" and basic counselling skills to respond to the changing student profile. Another strong cluster of responses grouped around **personal skills** expressed as time management, organisational skills, stress and change management, interpersonal and communication skills. **TAFE** organisational issues also drew a similar cluster of responses. While the clear concern was for the lack of training in administrative duties, other issues were expressed in such terms as "little exposure to the interrelationship of the TAFE corporate plan and organisational structure and policy" and "where TAFE was heading in terms of ANTA and BVET". Another group of responses clustered around **adult teaching and learning** and included those focused on teachers' attitudes toward their own initial teacher training expressed in statements such as "my training was too long ago", "my training was in school education", and "it was great" and "initial teacher training was very effective". Other smaller clusters included **curriculum** issues, **assessment** issues particularly in relation to competency based assessment (CBA), to recognition of prior learning(RPL), and the use and place of **technology.** Other issues were specific to training divisions and a small number of miscellaneous responses included a small cluster around knowledge of **legal obligations** and the implications for teachers.

QUESTION 13

Present and future work is said to require capabilities that include the ***technical knowledge and skills*** *required to undertake particular jobs. There is also an increased emphasis on the requirement for more general abilities at work including;* ***working collaboratively, problem solving, thinking critically, interpersonal communication*** *and* ***cultural understanding.***

Teachers were asked if they believed that their vocational teaching area currently provides opportunities for students to develop some or all of the more generalised abilities in the statement above. The majority of both full-time and part-time teachers responded "**some**" while most of the remainder responded "**all**" with a very small group expressing the view that there was no opportunity for students to develop these abilities.

Those who responded that there were no opportunities or some opportunities were asked to nominate the constraints. The subject specific constraints were eliminated initially. The strongest cluster of responses indicated that **course structures** particularly in relation to syllabus content and time were constraining. There were also strong clusters around **student** and **teacher** related issues. Teacher related constraints were expressed in terms of "attitude", "teacher knowledge and abilities" and "exposure to cultural differences in country areas". Student constraints included statements such as "entry level of students", "student motivation" and "student mindsets". Responses around **funding** for resources and facilities for group work, limited opportunity for the development of **interpersonal skills in trade courses,** and **increased administrative load** formed smaller clusters. A final cluster was formed by statements related to differences between TAFE and **industry approaches** to training.

QUESTION 14

If teaching and learning methods such as group projects, problem based learning, learning contracts and self directed learning were introduced, teachers were asked if they felt that their vocational education and training area could adopt such approaches. Almost all full-time and part-time teachers responded "**yes**" although some of these respondents offered qualifying statements. Both the qualifying statements and the statements from the small group who responded "**no**", clustered around **student** related issues expresses as lack of maturity and low entry levels, **teacher** related issues in terms of ability and training, **administrative** in terms of the need for infrastructure support, **funding** in terms of appropriate resources and facilities for group work, and **course** requirements related to **time.** A small group of subject specific responses expressed concern in relation to students needing to work alone as part of the subject requirements. The strongest cluster was grouped around the **ability and training of teachers** to use these methods

QUESTION 15

A question asking what *general* things students learn in their particular vocationl training area brought a very wide range of responses. The strongest clusters were **communication, interpersonal skills and cultural understanding** and **ethics, values and social consciousness** expressed as tolerance and awareness of equal opportunity. Other strong clusters were grouped around **learning** skills expressed in attitudinal terms such as "learning to learn" and "learning that learning can be enjoyable" and in skills terms expressed as study and investigatory skills. Another strong cluster grouped around the **development of self,** expressed in terms of self esteem, self motivation, self discipline and self expression. Similar clusters of responses formed around the notions of **generalised technical skills** expressed by

statements such as "computer literacy" and "care and maintenance of machinery", and **broad industry applications** including concepts of safety practices and an understanding of power and management in the workplace. A very firm cluster of **higher order skills** included responses such as "creative, innovative and critical thinking", "creative problem solving" and "lateral application of skills". Other responses grouped around developing a **world view** expressed as "holistic vision", "broadened interest" and "historical understanding" and "awareness of environment," **life skills** and **group and team work.** Small clusters of responses were identified around **planning** expressed as setting goals, career planning and implementation, and **understanding** the Australian workplace environment.

QUESTION 16

The respondents to the questionnaire confirmed the importance of the **teaching and learning** role for NSW TAFE teachers by ranking it as the most important role in the profession. Related roles such as **developing learning resources, evaluation** and **assessment** were also highly ranked. **Curriculum planning** and **professional development** were middle ranking roles while the **industry & community liaison** role and the **administrative** role received the lowest rankings from the respondents.

The importance of the teaching role to the quality provision of vocational education and training is also confirmed by the *Customer Service Research Study* for TAFE NSW, conducted by McGrath (1995) for The Quality Unit, NSW TAFE Commission. In this study, learners rated "teacher quality issues" as being of very high importance. The issues expressed included:

> *"Teacher knows what he or she is talking about"*
>
> *"Teacher explains everything clearly"*
>
> *"Teacher understands how the workplace operates"*
>
> *"Teacher is up to date technically with what is required in the workplace"*

It seems that despite the numerous changes to Australian vocational education and training systems and the perceived changing role of TAFE teachers, (Stevenson 1993, VEETAC 1993), the teaching and learning role is regarded by NSW TAFE teachers and learners alike as their most important professional role.

QUESTION 17

This question was concerned with teacher roles in the 1990's. Any ambiguous and personal responses were removed in the initial analysis. The

most common response concerned the **changing role of the teacher** in terms of the ways in which they interacted with students. "Role models", "mentors", "counsellors" and "facilitators" were used as descriptions in the responses clustered around this widening role while other statements clustered around teacher as **promoter and consultant** in vocational education and training. A further cluster of responses nominated an **advocacy role** for teachers in representing the needs of VET and the needs of learners and a similar cluster nominated the increasing **professional role** in terms of quality, maintenance of expertise in both vocational and educational areas. Of the remaining statements, another cluster nominated a role in terms of **promoting equity provision** in VET, a similar cluster nominated an increased role in **team development** and another the **change management** role. Miscellaneous statements included research, developmental, improved teaching and learning, and improved management roles.

3.7 MEMORABLE INCIDENT INTERVIEWS

Memorable incident interviews are commonly used to elicit from practitioners those aspects of professional practice that are commonly overlooked in other competency analysis methods. They are also used to validate material derived form the other methods. The focus of the interview is not on the routine but rather on the contingent nature of professional practice. Through a series of questions the practitioner is encouraged to describe the incident, reflect on their action at the time, explain why the incident was of significance to them and describe how this incident has affected their practice. (The memorable incident schedule is found in Appendix 3 and is a modification of the Critical Incident methodology used by Benner 1984).

The statements describing the knowledge base of teachers is derived primarily from an analysis of the memorable incident interviews and the reports on the competence of teachers in the school sector. This was used as confirmation evidence. The examples in the description are taken from the memorable incident interviews and are used to provide a context to the action statements.

It should be noted that many of the examples provided in the profile could equally be used as illustrating other action statements. Real examples of practice illustrate the integrated nature of professional action that draw on the skills, knowledge and other underpinning attributes of practice; consequently they often provide evidence of any number of contributing factors to competent performance.

Each memorable incident was analysed to identify the underpinning attributes that supported the action of the teacher in the particular incident being described.

EXAMPLE

Background

A teacher is concerned that a student in Stage 3 of a commercial cookery course will fail because his written work is almost illegible. The teacher also recognises the student's excellent practical skills. He decides to talk with the student.

Teacher

*At first the student felt very threatened by this and apprehensive..... So to break down the barriers we discussed his work and he said he was working in a restaurant; he'd migrated and he'd only learned to speak English in the past 2-3 years and was working in a place in ********** for his room and food so he was really being used,.....So anyway apart from the course a great deal of help was around because we were willing to do whatever was necessary to pass so I went to see Adult Education and we organised a lady called ******* she is excellent with the students - .....So I decided I'd better go with this guy to show a bit of support and after the meeting we decided that it would be a team effort that the three of us would work on him.*

.....It was a tremendous amount of extra work. ..... I didn't know what I was letting myself in for. .....Lucky I'd taught this subject for about 5-6 years .....I had to organise revision quizzes which I usually have there so the quizzes had to be organised that she could sit down and use the revision quizzes in that time which she was allocated. .....The tutor didn't have the knowledge to go through the French and culinary terms and the work flows and the revision so I had to supply her, sort of teach the tutor if you know what I mean.....

.....if you asked him to sit down and write a simple menu of each dish - he could tell you - but he couldn't write it so that was a problem. But he was very good - I was just determined to get this guy through and he was quite happy about that and we ended up with quite a great result really.

..... my thoughts and feelings about the whole thing - umh let me think. I migrated to Australia a few years ago....and I suppose we had something in common there really. He was a migrant and I was a migrant. When I arrived I could speak English. When he arrived he couldn't speak English that was the difference.

.....when you learn English...from experience talking to people that have learned English working in a restaurant is quite strange. It's a bit like "kitchen" English really.

An analysis of the transcript reveals that the teacher is drawing on a considerable knowledge base including:

- **industry content knowledge**
  the knowledge to go through the French and culinary terms and the work flows
- **experiential knowledge**
  from experience talking to people that have learned English working in a restaurant is quite strange. It's a bit like "kitchen" English really
- **pedagogical knowledge**
  I had to organise revision quizzes
- **knowledge of organisation**
  So anyway apart from the course a great deal of help was around
- **knowledge of student**
  he was working in a restaurant; he'd migrated and he'd only learned to speak English in the past 2-3 years

The transcript also reveals that a number of other attributes contribute to the actions of the teacher.

- **commitment to learner**
  I was just determined to get this guy through
- **empathy**
  I suppose we had something in common there really. He was a migrant and I was a migrant.
- **professional collaboration**
  after the meeting we decided that it would be a team effort that the three of us would work on him.
- **interpersonal communication**
  At first the student felt very threatened by this and apprehensive..... So to break down the barriers we discussed his work.

The analysis of the memorable incident interviews provides rich information concerning the underpinning combinations of attributes that contribute to teachers' professional actions. This information was used to identify the knowledge base and other attributes of practice incorporated in the profile and also assisted in developing performance guide statements that also reflected these attributes.

3.8 GENERAL INTERVIEWS

Interviews were also conducted with head teachers, senior head teachers and college directors. These were designed to both validate the material being developed from other information and also to examine the future changing roles of NSW TAFE teachers. (Interview schedules [guides] are found in Appendix 3).

GENERAL TEACHER INTERVIEWS

The general teacher interviews provided useful information regarding the changing roles of the TAFE teacher. They also supported the values and ethical positions reflected in the memorable incident interviews and the modified functional analysis workshop. These interviews also indicated a degree of anxiety at the speed and level of reorganisation in the public vocational education and training sector springing from the recent national and state reforms of this sector of education.

EXAMPLE

- **Ethics and values**

"commitment to service, respect and equality"
"providing current and up-to-date information to students"
"different people learn differently and teachers must cater to this"
"honesty in the way you work with students"
"doing your best to try and help students reach their full potential"
"challenging people to make sense of what they are doing while they are doing it"
"confidentiality when students require it and loyalty to other staff"
"recognising that different learners have different needs and experiences"
"providing high quality vocational education"
"treating students as individuals with individual needs"

- **Changing roles**

"teaching groups of adults and young people"
"teaching groups with a wide cultural mix, acting as a bridge between cultures"
"helping students with personal problems"
"increase in the administrative role of the teachers"
"maintaining current industry knowledge and increasing flexibility of teaching"
"acting as a mentor to students"
"developing more flexible programs"
"managing more and more information"
"liaising with people in industry"

Much of the material gained from the analysis of the transcripts confirmed the views of participants in the modified functional analysis. The central tension of TAFE teacher work appeared to be found in balancing a commitment to high quality learning outcomes that were relevant to industry with an equal commitment to the individual needs and development of students undertaking vocational education and training programmes.

HEAD TEACHER, SENIOR HEAD TEACHER AND COLLEGE DIRECTOR INTERVIEWS

These interviews confirmed the changing role of TAFE teachers in the nineteen nineties. Quality, flexibility and accountability of TAFE teachers were raised as important issues by those interviewed. Structural changes and their impact on teachers' work were also commonly referred to in the transcripts.

EXAMPLES

- **Ethics and values**

"help students achieve their full potential"
"being accountable for quality provision of teaching and learning"
"deliver quality learning experiences"
"commitment to professional up-dating of skills"
"honesty in dealing with students"
"an empathy with students situations and willingness to listen"
"modelling the ethical practices found in particular industry sectors"
"work collaboratively with colleagues and organisations"

- **Changing roles**

"being more entrepreneurial in their teaching"
"flexible in organising the ways learning is organised"
"keeping up to date in their vocational area"
"work collaboratively with industry"
"responsible for assessing and developing programs"
"greater accountability for teaching and learning"
"taking greater responsibility for their own professional development'
'more involvement in assisting part-time teachers in their vocational area"
"expanding work outside of the classroom and working in industry"

The information gained from these interviews confirmed much that had been suggested by others. There was an increased emphasis on accountability issues and a much more explicit call for TAFE teachers to take on new roles particularly in income generating areas. This emphasis was greater in these interviews than in any of the others interviews undertaken.

There was also an increased emphasis on using technology in the teaching/learning interaction. This use was seen as essential in the development of flexible delivery systems in vocational education and training.

3.9 ANALYSIS OF THE LITERATURE

The recent focus on the quality of teaching together with the national training reforms of the last decade provided useful material in the development of the profile produced in Chapter 4.

The analysis of this literature revealed an immediate problem in the development of any description of the competence of TAFE teachers. This problem centres on locating TAFE teaching within the Australian vocational education and training sector. In recent years this sector has expanded and become more complex. Vocational education and training now occurs in industrial and organisational settings, in TAFE colleges, in private colleges and in schools. Industry trainers, TAFE teachers and many school teachers are now involved in this area of education and training. The question that arises in this new vocational education and training environment is "What is the role of a TAFE teacher?" As Stevenson (1993) points out this question has become increasingly problematic as vocational education and training has undergone a restructuring process over the last decade. This restructuring has surfaced what has been a continuing tension within vocational education and training; the tension between education and training. This tension often materialises in distinguishing education from training using oppositional descriptions such as knowledge vs skills, manual vs mental, knowing that vs knowing how, theory vs practice and specific vs general etc. and this dichotomy continues to influence the ways in which descriptions of practice are conceptualised .

An analysis of the competency standards of workplace trainers (Competency Standards Body - [CSB] Assessors and Workplace Trainers 1994) indicates that the descriptions of competent practice place great emphasis on skills and performance and are in line with the National Training Board's (NTB) guidelines. In this description competent outcomes are emphasised over competent processes. Knowledge, together with other attributes of competent practice, are not made explicit in the description. The work of Hall et al. (1990) and Scarfe (1992), when identifying the competence of TAFE teachers, makes explicit reference to "skills and competencies" throughout their reports. Knowledge and other attributes that underpin competent performance are not given significant emphasis. "General personal qualities" are mentioned but subsumed as only 1 of 7 skill categories.(Hall 1990 : 3-4).

The TAFE Teacher Competencies developed in Victoria (Denning ed. 1993) are explicitly linked to the workplace trainer standards. They were developed using a similar format and their performance descriptions resemble those found in the workplace trainer standards. In fact 6 out of the 7 competency units are similar in content and description (1993:15). Knowledge and other attributes of competent practice are also not given any emphasis in this description.

By way of contrast the report *Staffing TAFE for the 21st Century – Phase 2* (VEETAC 1993) makes explicit reference to the need to address broad competencies and attributes (including knowledge) when developing descriptions of competent practice for TAFE teachers (1993:68-73).

Reports of the work commissioned by the National Project on the Quality of Teaching (Unicorn, Vol 19 No3 1993) and the Ministerial Advisory Council on Teacher Education and Quality of Teaching (MACTEQT 1994) indicate that a great deal of emphasis is placed on the attributes of competent practice, including ethical relationships, subject knowledge, critical reflection etc. This literature also makes quite explicit the view that any description of competent practice must reflect the professional nature of teaching. A similar position is also adopted by the NSW MACTEQT (1994d) *NSW Strategic Policy Framework for Quality Teaching in TAFE. (Draft)* Sydney.

It appears that views concerning the competence of TAFE teachers, within the last 5 years, has moved from a conception of competence that placed great emphasis on the skills and observable performance aspects of competent practice to a conception that emphasises the importance of knowledge and other underpinning attributes of practice. The professional nature of teaching has also been emphasised in the work of the NPQTL (Preston & Kennedy 1994) and MACTEQT. This position is clearly supported by the MACTEQT/TAFE Task group in their document *Principles for Quality Teaching in TAFE* reproduced in the preliminary pages of this report. The professional nature of TAFE teaching practice is also supported by the data collected in the development of this report.

The results of the literature review confirmed the need to develop a professional competence profile that placed equal emphasis on performance of competent practice and the underpinning attributes of competent practice. It also indicated that a description of competent practice must move beyond detailing the technical performance of TAFE teaching and incorporate those attributes of practice highlighted in the literature and confirmed by the data collected in this research.

3.10 DEMOGRAPHIC INFORMATION

A total of 362 questionnaire responses were received, the distribution being 240 from metropolitan locations, 121 from country locations and one informal. All thirteen NSW TAFE Training Divisions were represented in that distribution. There were 318 response s from full-time teaching staff and 44 from part-time teaching staff.

Of those teachers who responded, 126 full-time teachers and 30 part-time teachers had up to five years teaching experience in that position, 88 full-

time and 14 part-time teachers had between five years and ten years teaching experience in that position and 104 full-time teachers but no part-time teachers had more than ten years teaching experience in that position. Of the 318 teachers now in full-time teaching positions, 185 had previous part-time teaching experience ranging from a few months to over fifteen years, with more than half (102) having taught from between two and five years. One part-time teacher had previous full-time teaching experience.

The general interview participants were selected from within the three institutes and from across all training divisions and included the Open Training and Education Network (OTEN). Sixteen full-time teachers and eleven Head Teachers/Senior Head Teachers from across the training divisions and one Program Co-ordinator participated in the general interviews. At College management level, five Directors from colleges ranging from inner metropolitan to more rural settings, from small to large and including one Centre of Excellence participated as well as two Heads of Studies in acting positions as College Directors. The participants in the twelve memorable incident interviews were from diverse training divisions, and included both male and female teachers and both part-time and full-time teachers with varied levels of experience.

CHAPTER 4
PROFESSIONAL
COMPETENCE PROFILE

THE DESCRIPTION

The description that follows is divided into three domains of practice; **(1) Adult teaching and learning, (2) Professional practice and (3) Organisational development.**

Each domain is divided into a number of practice areas and includes a statement that indicates the knowledge base that underpins practice in these areas. Each practice area is described using three components; **Action, Example** and **Performance guide.**

The **Action** statements are developed in ways that are sufficiently specific to make them recognisable as performance statements, yet at a level of generality that can be interpreted by teachers working in a wide variety of contexts.

The **Examples** of Practice are derived from the interviews conducted with teachers and provide an illustration of the **Action** within a particular context. Thus these examples are provided to show how the action can be interpreted within a specific context. Practising teachers could no doubt provide other examples that would be equally illustrative. The examples chosen are also holistic in that they could be used in other locations in the description of practice to illustrate other particular professional actions.

The **Performance guide** statements are developed to illustrate the criteria by which a particular **Action** could be evaluated. They are used to extend the description of professional action. They **should not be seen** as definitive criteria for all situations and contexts but more as guides to interpreting and evaluating competent professional practice.

Domains of Professional Practice

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4.1 ADULT TEACHING AND LEARNING

Applies combinations of vocational, practical and experiential understanding with the theoretical knowledge of teaching and learning to establish and develop positive and collaborative learning environments.

4.1.1 PLANNING

In the planning process uses practical knowledge of learners, vocational expertise and the theoretical knowledge of teaching and learning to translate curriculum documents into achievable learning outcomes.

ACTION	EXAMPLE	PERFORMANCE GUIDE
Incorporates strategies that clarify learners' experience, goals and learning preferences	*As part of planning her first session with a new group of students in an office administration course, the teacher develops a short interview schedule. The schedule of questions focuses on the experience and goals of participants and is designed for students to work in pairs, as interviewer/interviewee. This activity is also designed as a way of students getting to know each other.*	• pre-enrolment information, if available, is accessed prior to the planning of the sessions and activities are developed or modified in light of the information available • colleagues, more experienced in delivering particular courses, are consulted in order to gain information regarding the sorts of learners that are commonly found in the course • resources are organised, prior to initial meeting with students, for use in identifying the learning styles of participants
Uses knowledge of vocational area to provide context and relevance of content to learners	*As part of the initial orientation for new apprentices entering the hairdressing industry, the teacher plans to ask a final year apprentice to attend the orientation. When briefing the student, she asks if he would mind describing his experience in the industry and talking about issues that cropped up for him when combining training with salon work.*	• formal and informal industry contacts and personal experiences are used to provide case studies and examples for use in the teaching programs • audiovisual/ print media material/guest speakers from industry/community are sourced and incorporated into relevant learning sessions • activities developed in the program encourage the use of learners' personal experiences of employment as points for discussion of vocational area
Sequences conceptual and procedural learning activities that reflect the developmental and experiential nature of learning and priorities in learning outcomes	*As part of diagnostic problem solving, a teacher of automotive apprentices, in the second year of their course, develops a schedule of common engine problems sequenced in terms of their difficulty. Knowing that this is the first time the apprentices have been asked to undertake this process, he organises the apprentices into small work teams to diagnose the fault presented in the workshop. After the activity a de-briefing session is organised to review the process and any problems of correct diagnosis. The apprentices are encouraged to review the processes they undertook to establish where and why the mis-diagnosis occurred.*	• advance organisers are used to provide learners with an understanding of the connections between the knowledge and skills developed in the sessions and the overall aims of the program • learning activities are prioritised to reflect the importance of OH & S issues in the vocational area of the program • feedback on learners' progress is produced using formal and informal feedback mechanisms • learners are encouraged to monitor their own progress in procedural and conceptual learning and provide feedback to the teacher on any difficulties they encounter in the learning

Uses learning processes that are consistent with the needs of the learners and the requirements of the curriculum	*As part of the assessment for an art certificate course the teacher uses individual student presentations to the class. He discovers that one of the students is terrified of public speaking and becomes very upset when asked to do this. He talks with the student about the problem and she indicates that this is an issue that has always been a problem for her. He asks her if she would be able to write a script about what she would say to the group about her chosen topic and record it on an audio cassette. She agrees and is happy for it to be played to the group who, she says, are understanding and supportive. She is also happy to attend the session where her commentary is played.*	• opportunities are provided, in the learning process, for learners to practice procedural activities • learning processes are consistent with the learning outcomes and key competencies highlighted in the program • learners are provided with opportunities to test conceptual understanding within the learning processes and are fully briefed on the requirements of the curriculum outcomes
Plans flexibility in learning by developing multiple learning strategies and incorporates variety in the teaching and learning activities selected	*A teacher of accounting decides that instead of teaching the whole class important concepts required in the course, he will divide the class into four workgroups. Each group will be responsible for developing a 10 minute presentation to the class concerning one of these accounting concepts. The teacher provides each group with references and resources relevant to the concept and checks that the groups develop an understanding of the concept in question. The teacher also monitors the presentations to clarify and provide input to these sessions.*	• learning activities are selected that reflect a variety of learning styles and are sequenced to incorporate variety in the learning sessions • learning activities used are evaluated with learners and modified in light of the evaluations • individual learning needs are identified and strategies negotiated with learners, to assist the learning process are developed • learning strategies are chosen to reflect the developmental and experiential nature of learning • work-based problems, independent study contracts and group learning activities are incorporated into the learning activities of the program
Provides learning opportunities that encourage the development of skills in self-initiated, independent and collaborative learning	*A teacher of veterinary nursing selects a topic from the syllabus for veterinary nurses and provides a list of references and resources available in the college library. She briefs the group that this topic should be covered by them in the form of a report which should be finished within 2 weeks. She provides focus questions that indicate the framework of the report and sets aside one hour in the following week for feedback on progress.*	• support for independent learning is provided in the form of references, work-sheets, focus questions and other resources that students can use in their learning • learners are encouraged to use other learning support available including library staff, peers, external practitioners and other learning support mechanisms available in the college • opportunities are provided for learners to contact the teacher to clarify or seek assistance in completing the project
Incorporates learning strategies that reflect the assessment requirements of the program	*Part of the assessment requirements in interior design is the development of a portfolio of original work prepared by each student during the course. The teacher prepares a session, early in the program, that offers suggestions for the organisation and presentation of the portfolio. He also borrows portfolios from past students that illustrate the ways in which portfolios may be put together and presented.*	• students are provided with opportunities to undertake simulated assessment tasks in the program • examples of previous assessment questions are provided and sample answers that illustrate the accepted level of performance are made available • students are provided with guidance to the assessment requirements of the course at the beginning of the program

Organises and develops learning resources that support the strategies incorporated in the plan	*As part of the Real Estate Selling course, students are expected to undertake a desk exercise on selling a property in the Sydney metropolitan area. The teacher prepares all the materials and information necessary to undertake this process, including seller's instructions, rates and services information, budgets, auction requirements, advertising rates, relevant correspondence etc.*	• resources including materials that support the learning strategies, planned in the program, are prepared • existing resources available are modified, if necessary, to support the learning strategy developed • further development and modifications are made in light of experiences had by students when using the materials developed • alternative learning strategies are developed if existing strategy fails to meet the expected outcomes

4.1.2 INTERACTING WITH LEARNERS

When presenting learning sessions uses knowledge of adult learning theories, contextual understanding of the workplace and the ethical requirements of professional practice to achieve learning outcomes.

ACTION	EXAMPLE	PERFORMANCE GUIDE
Provides context and rationale for content of sessions	*A teacher teaching small business principles to a group of students in Designer Textiles becomes aware that the group appears to be unwilling to engage in the sessions. She asks them what they think of the sessions and is told that they don't see the relevance of the subject to their vocational course. She spends time discussing with them her experiences as a designer and manager of a small design company and the sorts of occupational openings that are available in the industry.*	• an advanced organiser is used to demonstrate connections of subject with course content and vocational context • review of previous work is undertaken prior to start of new topic or concept and connections with previous work in the course are demonstrated • the place of the vocational occupation within an industry together with subsequent career possibilities are explored
Encourages active participation in both content and processes of learning	*A student enrolled in a pre-vocational tertiary preparation course in English complains to the teacher that he does not feel comfortable with the way in which the learning is organised around group discussions. He indicates that he would prefer more time to work alone and prepare responses himself. The teacher acknowledges his input and proposes that the student undertake an independent critical review of a poem that is about to be discussed by the group.*	• student learning styles, developmental needs and learning preferences are recognised and adjustments made to teaching and learning in light of these understandings • previous experiences and expertise of particular students are identified, acknowledged and used within the learning process • choices in possible learning methods are offered to students
Establishes and maintains effective communication channels with learners	*A labour market program designed to give students access to work in the hospitality industry consists of a group of NESB students from a range of countries. The majority are recent migrants to Australia. The teacher decides to start the program by asking students about the hotel and tourist industries in their countries and the location and types of hotels that exist there.*	• communication with learners is undertaken in ways that are age appropriate and is both culturally and interpersonally sensitive • interactions are conducted in ways that respect the rights and dignity of both learners and teachers in the learning environment • acceptable systems of communication are modelled by teachers when interacting with students • language is used which is appropriate to both the vocational area and the individual learning needs of the students

Gives and receives feedback on achievement of session goals	*A teacher involved in teaching the food science component of a commercial cookery certificate course over one semester, institutes a 15 minute feedback session every week to review the work conducted during that week. He decides after one of these sessions that the concepts concerning the effects of marinades on proteins are poorly understood. He provides supplementary notes on this topic to the class.*	• questions are used to check learners understandings of concepts involved during the session • informal and formal mechanisms are instituted to provide learners with opportunities to give feedback • formative assessment activities are used to identify areas of difficulty and strategies developed to overcome learning problems
Uses opportunities to build on learners experience and existing abilities and incorporates them into the learning process	*A teacher of numeracy discovers that one of her students does a paper round every morning. She asks the student how he works out the best walking route for the round. She suggests that he times how long it takes to do the paper round and how far he walks during the round. She borrows a stop watch and pedometer and the student uses these to work out the shortest and quickest route for his round.*	• information concerning the experiences of learners is determined as soon as is practicable • individual students are asked if they would be happy to share their experiences with other learners • the learners' experiences on-the-job are incorporated into the learning sessions and practical problems encountered by learners are used as learning opportunities
Develops a learning environment that is open, collaborative and which respects individual and cultural difference and the rights of all individuals in the learning process	*A teacher in a horticulture operations certificate course overhears racist comments being made about two students by another in the group. He asks the student to meet him after the session in his office. He explains that he overheard the comments made by the student and indicates that he finds them unacceptable. He asks the student for an explanation of the comments and points out that this sort of behaviour is disruptive and unhelpful to the group. He warns the student that he does not want a repeat of the behaviour and monitors the situation more closely. He also contacts the multicultural unit to find out what he should do in this situation.*	• interactions with learners are non-discriminatory and undertaken in ways that acknowledge the legitimacy of individual and cultural difference • language used is gender inclusive and appropriate for all students within the learning group • the rights and responsibilities of the teacher and learners are respected in the learning process
Respects and promotes the rights and obligations of the teacher/learner relationship	*A teacher, in conversation with one of his female students, is told that when class discussions are in progress, the male students dominate the proceedings and that often the teacher tends to allow the male students to respond more often than the female students. He is unaware of this situation, but decides that in future group discussion sessions he will spend time at the beginning of the session to negotiate with the group the ground rules for contributing to the discussion.*	• the group dynamics of the learners are monitored to ensure the maintenance of a positive learning environment • learning groups are established, primarily, by the students and monitored to ensure that individuals in the group are finding the learning environment a positive one • a climate is established that enables students with problems to discuss them with the teacher and, if necessary, the student is provided with information regarding the formal structures available to discuss particular problems with student support advisers

4.1.3 ASSESS AND EVALUATE TEACHING AND LEARNING

Uses knowledge of current theories of assessment and evaluation to select and implement assessment and evaluation strategies.

ACTION	EXAMPLE	PERFORMANCE GUIDE
Designs and implements agreed assessment systems	*A teacher of communication is required to assess 9 learning outcomes within an 18 week period. She is aware that she also needs to keep a couple of weeks available for assessing students who for one reason or another were not successful the first time round. She has concerns regarding completing the syllabus and assessing the learning outcomes in the time available. In order to address these concerns, she combines and integrates several of the learning outcomes into one assessment event and includes a video-taping session that students use to undertake the self-evaluation component of the assessment, in their own time. This is included in the assessment schedule supplied to students at the beginning of the subject.*	• learners, at the beginning of the program, are provided with the assessment requirements of the course • assessment activities are designed to maximise reliability and validity and are offered in ways that are equitable to all learners • assessment activities are designed to ensure that confidentiality is maintained between the assessor and student and where disagreement about result occurs te learner is advised of the mechanisms by which he/she can appeal the result
Documents learners' progress in ways that are meaningful to learners and others to whom there is a reporting requirement	*A teacher of HRD in a business course provides students with a simulated case study of a training needs analysis. She indicates that as part of the assessment of this subject they will be asked to prepare a report to the general manager recommending particular training. She negotiates a deadline for submission and indicates that students can get formative feedback from her regarding their report if they submit a draft report prior to their final submission. She also provides an example of an acceptable report from a different case study indicating format, style and presentation standards that are acceptable.*	• records of achievement are maintained for each student and are made available to the individual learner • progress is reported to students on a regular basis and potential problems for students are discussed as early as practicable and strategies suggested to overcome the problem • results supplied at the completion of the program are accurate and conform to the reporting requirements of the organisation
Develops and implements formative mechanisms to evaluate the quality of teaching and learning sessions and modifies performance in light of evaluation outcomes	*After 7 weeks of a semester course in electrical engineering the teacher institutes an evaluation session for his class. They are asked to undertake a group evaluation in which they have to come to an agreement about the answers to three questions. What was good about the course so far? What was not good about the course and what could be improved? A major item that emerged was that the recommended text for the course was not seen as relevant or useful in their learning. The teacher decides to review the utility of this text book in his course.*	• a variety of formal and informal evaluation instruments are used to gain feedback on the quality of teaching • the focus of the evaluation process is clearly established and the evaluation instruments chosen are consistent with this focus • feedback is provided to participants in the evaluation process and strategies developed

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4.2 PROFESSIONAL PRACTICE

Undertakes a critical and developmental examination of pedagogical, practical and contextual knowledge in vocational education and training and contributes to the professional standing of teachers.

4.2.1 CRITICALLY EXAMINES TEACHING AND LEARNING PRACTICES

Uses personal teaching experiences as sources of inquiry to question pedagogical assumptions and improve practice.

ACTION	EXAMPLE	PERFORMANCE GUIDE
Continually reflects on and adjusts personal teaching and learning practices	*A teacher involved in delivering key -boarding courses in the administration services area, is asked to deliver the course to a group of 11 people with physical disabilities. She asks the course co-ordinator to brief her about the group and asks him about important issues that she should know about when teaching people with disabilities. When the group arrive for the first session, the teacher is faced with a number of practical difficulties involved in organising access to the terminals. Wheelchairs, special keyboard trays and worktop extensions need to be found, one sight impaired student requires enlarged written materials and another requires a text-book that covers one-handed typing. The teacher uses the resources available to solve a number of these problems and uses the librarian to source the book for one-handed typists.*	• teaching and learning practices are seen as problematic activities and are explored through the development, implementation and evaluation of unfamiliar teaching and learning methods • teaching style and personal assumptions concerning teaching and learning are explored in collaboration with peers and teaching approaches used can be justified with reference to the theories and ideas on which they are based • the experiential nature of professional development is recognised through the use of reflective practices and collegiate discussions
Investigates novel problems of practice and uses available resources to address problem	*A fee-for-service course is negotiated with a large employer to deliver nationally accredited modules in fitting and machining. The course was to be based on a set of existing materials developed for high school students. The employer required the modules be delivered on site as the participants were on call. The teacher goes to the site and discovers that the workshop is inadequate and untidy. He also finds out that the learners are all mature age workers with considerable work experience. He negotiates better accommodation on site. He also adapts the modules to increase the practical component for these experienced learners, by converting the diagram based work to hands on work with real machinery. He organises the delivery of a number of lawn mowers for this purpose.*	• unexpected problems of practice are used as triggers for exploring and extending professional expertise • available support resources are identified and utilised in the clarification and strategic resolution of practice based problems • unresolved problems of practice are explored in collaborative discussions with colleagues

Undertakes practical inquiries into problems of teaching and learning	*A teacher of English in the Certificate of Adult Basic Education by distance corresponds with students using audio tapes. She notices that one of her students, a prisoner in the NSW prison system, has not returned tapes for the first learning activities. She responds by sending another tape asking if he is having problems with obtaining a tape recorder and offering assistance. He replies that the course is a waste of time and the activities he is being asked to do are childish and not for him adding that all he wants to do is learn to spell. She decides to adapt the course activities to meet the immediate interest of this student and organises the program to this end. The student begins to engage in the learning for this course.*	• potential problems that could impact on the teaching and learning process are investigated and modifications made to learning strategies to reduce the negative impact • teaching experiences are analysed in terms of the responses of students and used as triggers to test hypotheses concerning ways to improve delivery • strategies are incorporated into teaching and learning which extend the learning processes used in content delivery
Contributes to the development of educational theories and practices in VET	*A teacher of child care, in conversation with a student on placement at a child care centre, discovers that the student has had some difficulty interacting with a parent. The particular incident involved a case of 'biting'. The student reveals that although she referred the angry parent to centre staff and did not attempt to resolve the issue herself, she felt humiliated and angry. The teacher recognises that this is not the first time students have told her about the difficulties they face interacting with parents and decides to document examples where this has occurred. She decides to bring this issue up at a curriculum review session believing that the curriculum does not address this aspect of practice sufficiently. She discusses examples given by students and suggests that these be incorporated as case studies for students in the communication component of the program.*	• practical experiences and information provided by teaching are used to challenge and clarify existing curriculum and teaching and learning practices • educational theories are seen as problematic and tested against the outcomes of practical experience in the teaching and learning process • opportunities are used to discuss and reflect on educational theories and practices with colleagues and reflect on their use in particular vocational settings • links are made with colleagues and other professionals involved in the area of vocational education and training to contribute to the development of knowledge in VET
Develops and maintains professional competence	*A part-time teacher, teaching in building and construction, begins teaching a new competency based subject. It is the first time that he has come across this new curriculum format and feels that he does not have an adequate grasp of the principles and procedures that underpin CBT delivery. He responds to an advertised staff development program being offered by the college based on developing an understanding of CBT and its implementation.*	• critical reflection is used to identify personal strengths and areas of development within professional practice and professional development opportunities used to improve personal professional practice • opportunities are used to maintain and develop contacts with personal vocational area including individual employers, industry and community groups and relevant government instrumentalities • professional networks are used to enhance professional knowledge and skills and maintain an understanding of contemporary professional issues influencing VET

4.2.2 CONTRIBUTES TO THE PROFESSIONAL STANDING OF TAFE TEACHERS.

Uses knowledge of vocational education and training issues and the professional responsibilities of teaching practice to develop the standing and profile of TAFE teachers.

ACTION	EXAMPLE	PERFORMANCE GUIDE
Interacts with individuals justly and equitably	*A computing teacher is told that one of his students is ill and will be unable to attend for two weeks. On his return, the student asks to see the teacher privately. The student explains that his illness is due to his HIV status and that he now has to have treatment 1 day a week for the next 4 weeks. He also explains to the teacher that he wants to continue the course, because it is very important to him as his goal is to complete. The teacher knows the student has access to a personal computer and works out a learning timetable for the next 4 weeks. He also suggests that it might be useful if he taped the theory sessions , the student would miss ,and post them to the student, after each session. He also indicates that the student could phone him at a particular time each week if he was having any problems with the work.*	• students and colleagues are treated with respect and without discrimination on grounds including status, disability, gender, age, ethnicity, sexuality or cultural belief • the rights of learners are protected and, where necessary, an advocacy role adopted to act for the best interests of learners • the privacy and confidentiality of information gained through student-teacher interactions is maintained and only divulged after agreement is given by the student or where withholding information would breach the teachers' responsibility of care
Maintains and develops the status of TAFE teachers	*A teacher of child care works with her university lecturer to undertake an action research project focused on the evaluation of a newly introduced course. Specifically, the evaluation looked at how the course achieved one of its aims which was to increase the autonomous learning that took place in the course. She wrote a paper describing the research outcomes and presented it to the Australian Curriculum Studies Association Annual Conference.*	• interactions with the public are conducted in ways that promote positive relationships with the community and industry • opportunities are used to promote the profile of vocational education and training in education and in the broader community • information provided to public is accurate and in a form that is clear and meets the needs of the audience
Recognises the responsibility of the TAFE teaching profession in promoting the educational development of individuals within the context of vocational learning	*A teacher teaching in the Associate Diploma in Art is concerned with the tensions developing in the group between the older mature age students and younger students who are school leavers. Issues concerning punctuality, motivation, behaviour and preparation for classes are sources of these tensions. The teacher recognises the potential harm these issues can do, not only to the group, but also to the reputation of the course, particularly for the mature age students who are articulate and success orientated. He decides to spend some time with the main protagonists, listening to their concerns, posing alternative perspectives on the issues raised and negotiating mutually acceptable solutions.*	• the teaching learning process is undertaken in ways that balance the needs of industry with the individual needs of learners • educational decisions made are justifiable in terms of learner needs, the requirements of the curriculum and the integrity of professional practice • vocational education practices are conducted in ways that promote cross-cultural understanding and model the non-discriminatory practices reflected in government and organisational policies and guidelines • professional perspectives are used to support or challenge policies that influence the educational practices of vocational education and training
Uses quality assurance mechanisms in professional practices	*A teacher teaching food preparation and service in Tourism and Hospitality is asked to teach a course to a group of developmentally disabled students. She finds that the range of ability of the six students is wide and that four of the six find it difficult to remember oral and written instructions. This often results in frustration for herself and the students. She decides that she will develop picture recipes for these students as well as providing spoken and written instructions during the sessions.*	• strategies are employed to monitor quality of educational provision including procedures to collect and review information concerned with all aspects of the vocational learning process • the quality focus incorporates both personal and organisational contributions to teaching and learning and includes strategies for continuing improvement • resources are sought to implement quality improvement strategies within the teaching and learning endeavour

4.3 ORGANISATIONAL DEVELOPMENT

Uses knowledge of organisational policies and initiatives to support and develop effective responses to organisational, industry, community and learners' needs.

4.3.1 DEVELOPMENT OF VOCATIONAL EDUCATION AND TRAINING PROGRAMS

Uses theoretical knowledge of program development, practical knowledge of teaching and learning and an understanding of state and nationally agreed policies to develop high quality vocational education and training programs.

ACTION	EXAMPLE	PERFORMANCE GUIDE
Participates in the identification of vocational education and training needs	*A teacher in office administration is approached by her college manager to liaise with the Local branch of Australia Post (AP) to develop a short course in 'office procedures'. She discusses with the AP manager what his expectations of the program would be and spends an afternoon in the office talking with staff about their jobs. She prepares an outline of the possible course and discusses this with the AP Manager. Timelines, venues and modes of delivery was discussed and agreement reached.*	• the focus of the needs analysis is clarified, negotiated and agreed with relevant stakeholders together with the process and expected involvement of the key players • all existing information regarding the focus of the needs analysis is sourced and incorporated into the needs analysis plan • needs analysis strategies are consistent with the focus of the needs analysis and associated timelines and budgetary constraints and include a validation process • results and recommendations are clearly explained to stakeholders and reported in ways that meet the needs of the key players
Designs and reviews education and training program documents	*A teacher in hospitality and tourism is asked to develop a training program for workers in service industries that until recently had little contact with overseas visitors. Existing competency standards were used as a basis for developing the training program and the document was developed to meet the accreditation requirements of NSW VETAB.*	• the design/review of the program document is consistent with the accreditation requirements for the program and the organisational requirements for documentation • all necessary components are included in the program document and meet the information needs of the accrediting body, learners and teachers • outcomes and objectives of the program are consistent with delivery modes, time, target group, learning theories and resources available
Contributes to the monitoring and evaluation of vocational education and training programs	*As part of the quality assurance process used to monitor course provision the Head of Studies organises an evaluation of a major new program offered for the first time the previous year. Teachers teaching on the program were asked to conduct focus group discussions with their students, each teacher being responsible for the evaluation of two designated aspects of course delivery. A brief report of the findings was sent to the HOS and contributed to the final evaluation report.*	• the focus and rationale for the evaluation of the program is clarified and specified and the evaluation strategies selected are appropriate for the purpose of the evaluation • strategies are selected which take into account the context of the evaluation and the likely audience, together with the time and resources available • evaluation information is produced using appropriate validation procedures and the confidentiality provisions of the evaluation process are respected at the reporting stage

4.3.2 DEVELOPMENT OF AN EFFECTIVE WORK ENVIRONMENT

Uses knowledge of administrative requirements, the responsibilities of professional practice and the collaborative nature of teaching of vocational education and training to develop and maintain an effective work environment.

ACTION	EXAMPLE	PERFORMANCE GUIDE
Contributes to the development of a collaborative and supportive working environment	*A teacher returning to TAFE after completing a return to industry placement uses his recently acquired contacts in the industry to organise a number of site visits and guests speakers for the college program. He speaks with other teachers in his section indicating that he would be happy to coordinate these visits if they were interested in having their classes involved. He also talks with them about his experience of industry placements and some of the issues that were raised for him in terms of the educational programs being delivered by his section in the College.*	• professional opinions and information are exchanged and shared with colleagues regarding teaching and learning practices • opportunities are used to develop collaborative professional practice and networks to support individual and organisational development. • interpersonal interactions are conducted in ways that promote ongoing cooperation and respect diversity of opinion in the profession
Contributes to the development and the implementation of initiatives to enhance educational provision	*A teacher of commercial cookery beginning work with apprentices in the third stage of their course discovers that a mature age student, though excellent in practical skills, has a serious written literacy problem that would prevent him completing the course. He talks with the student and persuades him to work with a basic education teacher attached to the college. He goes with the student to the initial interview with the literacy support teacher. They decide to work as a team with both teachers working on a one-to-one basis and to also work in co-operation with the commercial cookery teacher. This was done to incorporate literacy improvement strategies into the lessons for the student and to source learning support material to enhance the student's written skills.*	• opportunities are used to test innovative teaching and learning strategies in the teaching and learning domain • staff development support is identified and requested to contribute to identified personal professional development needs • expertise of colleagues is identified and assistance sought when problematic issues of practice are faced
Communicates with colleagues effectively	*A teacher implementing a new CBT module believes that the assessment schedule is being interpreted differently by teachers and is causing a marked difference in student assessment workload. He discusses this with relevant colleagues and decides that there are different interpretations. He places this item on the agenda for the next staff meeting.*	• communication with colleagues is undertaken in ways that promote continuing dialogue • interactions are undertaken in ways that respect social, cultural and professional differences • interactions with colleagues are undertaken that promote the integrity and reputation of the profession

4.3.3 LIAISON WITH INDUSTRY/COMMUNITY

Uses knowledge of vocational education and training policy and priorities and understanding of education and training theories to influence the adoption of high quality education and training processes.

ACTION	EXAMPLE	PERFORMANCE GUIDE
Uses opportunities to develop positive relationships with industries and communities	*A teacher consultant working with people with disabilities uses his knowledge of community services to maintain a network of contacts that enable him to coordinate the support services needed to enable people with disabilities to participate in vocational education and training courses.*	• communication with industry and community representatives is undertaken in ways that contribute to the continuation of dialogue and indicates an understanding of the needs of industry and community • requests and enquires are dealt with as soon as is practicable and where necessary forwarded to other personnel for action • industry and community contacts are used to develop an understanding of TAFE vocational education and training and increase its profile • industry/community collaborative projects are undertaken in ways that promote the professional nature of vocational education and training
Contributes to the development of best practice in on-the-job training	*A teacher of baking works as a member of an industry based team involved in a project to develop competency standards. The teacher is involved in a part of the project to develop vocational training orders and records of achievement. These are used by employers and apprentices in the Baking Trades to record skill achievement and development in the on-the-job component of the apprenticeship course.*	• positive relationships are maintained between the workplace and the college where concurrent education and workplace placement occurs in the vocational education and training program. • feedback is given and received regarding the congruence of college learning and workplace practice in skill development • informal mechanisms are used to evaluate the success of the integration of learning with work activities and changes are negotiated and agreed between the stakeholders
Works in collaboration with industries and organisations	*A teacher in hospitality management uses her connections in the industry to arrange workplace placements for students. She believes that her ongoing work in the industry, particularly as a workplace assessor, is a valuable tool that develops an effective relationship between herself, the college and the industry*	• professional expertise is provided to industries and organisations • opportunity for working collaboratively with industries and organisations are identified and explored

4.3.4 CHANGE MANAGEMENT

Uses critical reflection to question personal assumptions and practices in vocational education and training and uses knowledge of the change management process to contribute to the maintenance and development of high quality vocational education and training.

ACTION	EXAMPLE	PERFORMANCE GUIDE
Maintains knowledge of current developments in the internal and external environments of VET	*A teacher of commercial cookery feels that he is unclear about the form and processes involved in new competency based assessment systems. He identifies a staff development program dealing with competency based assessment and undertakes the workshop. He realises that his section is over assessing students and discusses what he has learned on his return to the section. He agrees to develop a pilot assessment strategy for a course he is teaching.*	• information sources that focus on changes and developments in the vocational education and training sector are identified and accessed • opportunities are used to attend conferences, seminars and meetings related to issues of importance in the area of vocational education and training • staff development opportunities are used to keep up to date with changes in the policies and practices of vocational education and training
Recognises the diverse and divergent nature of professional practice and organisational culture within VET	*A teacher of office procedures, in conversation with a colleague at another college, complains about the number of assessment tasks that she has to supervise in a new course. Her colleague describes how she has managed to integrate a number of learning outcomes in a major project that the students work on independently. This project is used as a major assessment task. The question of cheating comes up in the conversation. Both teachers have different views regarding the likelihood of this occurring. The teacher decides to adopt the project based assessment strategy but to add an additional component that includes a diary report of work undertaken by each student over the length of the project.*	• personal assumptions, values and practices relating to professional practice are evaluated and compared with those of colleagues both within and outside of a specific vocational area • personal actions and decisions can be justified in terms of the requirements of ethical practice, organisational parameters, the rights of individual learners and the integrity of the learning program
Develops strategies for promoting context specific educational changes within policy framework	*A teacher of computing undertakes a three month return to industry program with Microsoft. She returns to her institute and organises staff development programs for her colleagues. She maintains her connections with Microsoft and becomes the Microsoft mentor of her institute. She provides support for her colleagues in the use of new and existing software applications*	• changes that may enhance the provision of quality vocational education and training programs are identified and discussed with colleagues • support for the change proposal is estimated and opportunities for implementation and potential constraints on implementation are identified and discussed with relevant decision makers • contributions are made to the development and implementation of strategies designed to promote change process, if change is accepted and agreed

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APPENDICES

APPENDIX 1

NSW TAFE TEACHER - COMPETENCY STANDARDS WORKSHOP - 2-3 MAY 1994

SUMMARY RESULTS OF MODIFIED FUNCTIONAL ANALYSIS

(A) QUALITIES AND VALUES

Qualities include:

- flexibility
- patience
- commitment to education
- compassion
- empathy
- ethical
- equality of provision, recognising merit, individual differences, respect for individual difference
- team player
- self-confidence
- openness
- commitment to utility of learning outcomes
- problem solving
- working autonomously

Values include:

- rights of individuals to learn
- respect for individuals
- integrity in decision making
- professional responsibility & accountability
- responsibility to industry for learning outcomes
- justification for decisions made

Skills include:

- organisational / communication
- teaching update
- industry skills
- classroom management
- administrative
- conflict
- leadership
- planning
- incorporating policies in practice in teaching and organisational interaction

Policies and regulations include:

- EO
- access & equity
- culture
- physical
- sexuality
- gender
- marital status
- age
- intellectual
- OH & S

(B) KEY PURPOSE (DRAFTS)

- To pass on the knowledge and skills to improve work performance and enhance employment opportunities.

- To facilitate the learning outcomes of individuals in response to industry and community needs within the guidelines of TAFE organisational policy.

AGREED KEY PURPOSE

To facilitate the learning outcomes of individuals in response to industry and community needs within the guidelines of TAFE organisational policy

Roles

- administrative
- liaising
- counselling
- professional development
- teaching
- assessment
- develop courses
- prepare teaching resources

(C) UNITS

UNIT 1. COUNSEL STUDENTS

Elements:

1.1 Identify issues and clarify

Performance criteria

Environment is open, and teacher is assessable
Establish rapport
Active listening skills are employed
Issues are clearly defined
Response is consistent with the issues identified
Sensitivity is shown to the individual's concerns

1.2 Decide on appropriate action

Performance criteria

Time frames for actions are set where necessary
All actions are negotiated, and options clearly explained
Information is provided in accordance with policy guidelines
Appeals and dispute resolution procedures explained
Relevant people and services are referred where necessary
Articulation and admission systems information accessible
Agreed action plans are followed up

NB:
Appeals, Admission, Articulation

UNIT 2. PERFORM ADMINISTRATIVE DUTIES

Elements:

2.1 Maintain records

Performance criteria

Roll books are maintained accurately, legibly and completely

Assessment results are processed on time and accurately

Enrolment adjustments are processed

Disclosure of records is limited to authorised educational personnel and identified employers

New and re enrolments are processed according to TAFE policies

Resource items are ordered, monitored and recorded

Budgets are prepared, updated and monitored

Individual administrative records are completed and processed in accordance with TAFE policies

2.2 Participate in Selection

Performance criteria

Selection criteria is adhered to without bias

Communication with unsuccessful applicants is handled sensitively

Contributions are made to the review of selection process

Disclosure of selection processes is limited to TAFE's selection policies

2.3 Respond to requests for information

Performance criteria

Inquiries are answered or appropriately referred on a timely basis

Communication must be clear, concise and relevant

2.4 Contribute to running of section

Performance criteria

Emergency relief is organised on a timely basis

Working timetables are prepared

NB:

Records, Policies, Types of Courses

Adhere to TAFE procedures eg. Sign on forms—Sick, Staff Development, Contingency Meetings—Dept, College, ITD, project

Resources to be administered could include TAA system, teacher ed, JSST, Computing, Staff Development

UNIT 3. LIAISE WITH INTERNAL & EXTERNAL AGENCIES

Elements:

3.1 Identify appropriate sources and targets of information
3.2 Establish lines of Contact
3.3 Maintain networks
3.4 Provide appropriate feedback
3.5 Record and report information
3.6 Establish accessible records systems
3.7 Monitor quality
3.8 Working in teams
3.9 Marketing—fee-for-service

NB:
Awareness of culture; organisation, group, individual
Timely response
In accordance with reporting lines
In accordance with TAFE style guides

UNIT 4. PROFESSIONAL DEVELOPMENT

Elements:

4.1 Develop own action plan

Performance criteria

Strengths and areas of development are identified
Objectives determined and action plan documented
Education and development options identified

4.2 Execution of Action Plan

Performance criteria

Execution consistent with outlined objectives and time frames
Professional development activities undertaken
Plan reviewed and adapted to manage change and growth
Establish and maintain professional (education and industry) libraries

NB:
Activities; formal & non formal courses, reading, return to industry, visits, exchange teaching
Areas; teaching, professional activities/industry/community, research

UNIT 5. FACILITATE LEARNING

Elements:

5.1 Implement plan

Performance criteria

Effectiveness of plan is evaluated on a regular basis
Methods of delivery are consistent with delivery
Resources specified in the plan are utilised

5.2 Manage learning environment

Performance criteria

Foster a positive learning environment for students
Use of inclusive language
Implementing EO policies
Reacting positively to students
Positive feedback (formal/informal)
Questioning
Opportunities for clarification
Adaptations of variations /changes
Consultation with other staff
Time management skills
Managing interactions
Conflict resolution
Group interaction
Focus on achieving the objectives
Effectively communicate understanding between teacher/students and student/teacher
Maintain OH & S guidelines

5.3 Revise plan

Performance criteria

Critical reflection
Documentation of reflection
Student questionnaires, quizzes etc

UNIT 6. ASSESS STUDENT COMPETENCE

Elements:

6.1 Prepare reliable and valid student assessment

Performance criteria

Competencies to be assessed are identified and negotiated

Negotiate on site assessment

Critical assessment items are identified and weighted according to assessment schedule

Assessment items and model performance criteria are prepared in accordance with learning outcomes

Assessment items are evaluated prior to implementation

6.2 Implement assessment program

Performance criteria

Manage on site assessment

Communicate with students advising of assessment requirements

Assessment is implemented in accordance with assessment schedule

Items are assessed according to model performance criteria

6.3 Provide Feedback

6.4 Evaluate the assessment

NB:

Appeals

UNIT 7. PARTICIPATE IN THE DEVELOPMENT AND REVIEW OF COURSES

Elements:

7.1 Identify industry/community needs

Performance criteria

Industry/community group is defined; existence of CSBs and ITABs is determined

Process is consultative and needs to be clarified

Review panel is representative of industry/community needs

Information is documented, and feedback provided in a timely manner

CSB and ITAB national guidelines are followed

7.2 Review existing TAFE courses to determine whether revision or development is required

Performance criteria

TAFE course information systems are referred to ITD, College and teaching section priorities are addressed

Options are considered, and best approach justified

Adapt existing course material where possible

7.3 Develop and submit concept statement

Performance criteria

TAFE course development guidelines are followed

Statement gives clear indication of market need and resource implications

Statement is linked to industry / community needs as identified

Statement is appropriate to course type (major course review, minor course review, new course development)

Statement is submitted in a timely manner, and appropriate

Correct approvals are sought, including educational quality assurance

7.4 Develop course proposals and material

Performance criteria

Course description and award level accurately reflect content, duration and complexity

TAFE implementation requirements are completed accurately; including budgets rates and rations, resources and category

Competencies and articulation requirements are addressed

Course content contains module descriptors, resource packages and assessment guidelines

Material is written in accordance with TAFE curriculum development guidelines

7.5 Submit authority to run

Performance criteria

Authority to run is submitted to institute in a timely manner and accurately describes the resource implications for the college

NB Mainstream (accredited)
TAFE & college—S/A (approval)

UNIT 8. PLANNING FOR DELIVERY OF COURSE CONTENT

Elements:

8.1 Locate relevant information

Performance criteria

Latest publications available

Available lesson materials identified

Syllabus located

8.2 Assess/determine what is useful/relevant

Performance criteria

Match information to learning outcomes

Meeting current practices

8.3 Plan/amend existing lessons

Performance criteria

Learning outcomes are stated

Materials in proper sequence

Appropriate mode of delivery chosen—questioning techniques, guest speakers, field visits simulated sessions, discussion group, demonstrations, role play, self study

Required resources identified

Assessment schedule included

NB:

Objectives/Learning outcomes (syllabus)

Mode of delivery/type of lesson, resource, exercise, timing

Content/body of lesson, conclusion

Role play, student self study, student presentations, practical lessons/demonstrations, guest speakers

Questioning, organise discussion groups, industry field visit, simulators

APPENDIX 2

A HIGH QUALITY TEACHING WORKFORCE FOR TAFE NSW
ETF/UTS/TAFE PROJECT

QUESTIONNAIRE

Your name is optional *(it may be useful for a follow through)* .....

1. To which Industry Training Division (ITD) do you belong?

   .....

2. What is/are your major area(s) of teaching?

   .....

3. Are you a full-time /part-time teacher in TAFE?

   .....

4. For how many years have you worked in TAFE as a teacher? *(Indicate the actual years worked)*

   FULL-TIME: Nø OF YEARS ..... 19 to 19

   PART-TIME: Nø OF YEARS ..... 19 to 19

5. Is your college in the Sydney metropolitan area? YES NO
   (please circle)

6. If you were asked to specify one **staff development programme** that would assist you most in your teaching what would it be?

   .....

7. Nominate the most important **change** that has occurred in your work as a TAFE teacher in recent years?

   .....

8. If you were asked to nominate three major **educational** problems that now confront you as a teacher in TAFE what would they be?

- .....
- .....
- .....

9. Were you granted exemption/advanced standing (RPL) for any part of your teacher training?

YES NO
(please circle)

If 'yes' do you feel there are any 'gaps' in your training/experience which need to be addressed by staff development programmes?

YES NO
(please circle)

If 'yes' please specify the area:

.....

.....

.....

The following questions are being asked in order to find out the qualities, values and ethical positions that TAFE teachers see as important in their relationship with students.

10. If you were asked to nominate 3 qualities required of a TAFE teacher working with students in the 1990's what would they be?

- .....
- .....
- .....

11. If you were asked to nominate the **values** or **ethical positions** that TAFE teachers working with students need in the 1990's what would they be?

- .....
- .....
- .....

12. If you were asked the major area of your current work that was least addressed in your initial teacher training what would it be?

.....

.....

.....

Present and future work is said to require capabilities that include the technical knowledge and skills required to undertake particular jobs. There is also an increased emphasis on the requirement for more general abilities at work including; working collaboratively, problem solving, thinking critically, interpersonal communication and cultural understanding. The following questions are designed to find out your views on the contribution your teaching area can make to the development of these general abilities.

13. Do you believe that your vocational teaching area as currently organised provides opportunities for students to develop some or all of these more general abilities?

(please indicate by writing ALL, SOME or NONE in the box) [ ]

If your answer is SOME or NONE, what do you see as the constraints that prevent these abilities being developed in your vocational area?

.....

.....

.....

.....

.....

.....

14. If these abilities are incorporated into future curricula, it may be necessary to use teaching and learning methods that have not been considered traditional approaches. These may include the use of group projects, problem-based learning, learning contracts and self directed learning.

Do you feel that your vocational education and training area can adopt these new approaches?

YES NO
(please circle)

If your answer is NO what prevents these approaches being used in your vocational area?

.....

.....

.....

.....

.....

15. In education many people argue that when ever people learn something **specific** they also learn something in **general.** In your particular area of vocational education and training what are some of the **general** things that you believe students learn in their studies?

.....

.....

.....

.....

.....

16. A workshop conducted with TAFE teachers in 1994 indicated that they conceptualised their work as consisting of a number of roles including:

teaching and learning	( )
industry and community liaison	( )
administration	( )
professional development	( )
curriculum planning and development	( )
evaluation and assessment	( )
developing learning resources	( )

In the brackets to the right of the list could you indicate what priority you give each role using a scale 1-7, with 1 indicating top priority.

17. Are there any **other roles** that you believe are important for TAFE teachers in the 1990's.

.....

.....

.....

'Thank You' for the time you have taken to complete this questionnaire. Your responses are valuable - and very much appreciated.

APPENDIX 3

INTERVIEW GUIDES

(A) MEMORABLE INCIDENT

The incident you choose to describe might be:

- where your action(s) really made a difference in learning outcomes (either directly or indirectly)
- an incident that was well planned and/or went very well
- an incident that did not go as planned and/or was particularly demanding

The questions that will be asked will be related to:

i) **The context**:
You will be asked about the location, the people involved and what was being taught at the time

ii) **The incident**:
You will be asked to describe the details of what happened (including your intervention) and your thoughts and feelings during and after the incident

iii) **Why you think it affected the learning outcome**

iv) **What you found either demanding or satisfying about the incident**

v) **What skills and knowledge do you think you drew on (training, experience or personal attributes)?**

THANK YOU FOR YOUR TIME AND CO-OPERATION - YOUR INPUT IS VALUABLE AND VERY MUCH APPRECIATED

(B) MEMORABLE INCIDENT RESEARCHER PROMPT QUESTIONS

i) **The context**
- when
- duration
- where
- describe the 'players'—the people involved (students teachers and others)

ii) **The incident**

Describe the incident giving the details of what happened and your intervention
- what were your thoughts and feelings during and after the incident?
- can you identify your own motives–does this tell you anything about yourself as a teacher?
- what was your intervention in the incident

iii) Why do you think it **affected the learning outcome**?

iv) What, if anything, did you find **demanding** about the incident?

v) What, if anything, did you find **particularly satisfying** about the incident?

vi) What **skills and knowledge** do you think you drew from in handling this situation? Did you draw on training, experience or your own personal attributes?

(C) GENERAL TEACHER INTERVIEW GUIDE

1. PERSONAL HISTORY

- Could you tell us a bit about your background?
  What did you do prior to your work in TAFE? - teaching & industry experience & qualifications
  What major strengths do you think your previous experience contributes to your attitude as a teacher? Can you give an example?

2. STUDENTS

- Could you describe the sorts of students you work with?
  Employment/age group/motivation/gender
  What are the most challenging aspects of working with these students?
  Are there any characteristics of your students that you think make them different from other TAFE students?
  What are the sorts of problems that your students have?
  What general abilities do you think you develop in your students?

3. TEACHING

- Many professions have a set of explicit ethical and values based statements concerning their professional practice. What values do you think should govern the professional work of TAFE teachers ?

- Could you tell me what you see as the main attributes that a competent TAFE teacher needs to have in order to teach effectively in TAFE? *(Knowledge/skills and other abilities)*

- What aspects of the teaching learning process do you find most demanding?

4. WORKING IN TAFE

- What do you regard as the most significant change in TAFE that has most impacted on your work? How has this impact changed the way you operate as a teacher? *[Competencies?]*

- What roles do you see as becoming increasingly important in your work?

- Have you had other roles and responsibilities apart from teaching in your work? (*Do you feel that you are equipped with the knowledge and skills required to undertake these roles? If not, what new knowledge and skills do you think you need?)*

- What would you say are the things that distinguish TAFE and TAFE education from secondary school education and university education?

- Knowledge is always stated as a crucial attribute for teachers? What sorts of theoretical knowledge do you think teachers need in TAFE? *(content knowledge, knowledge of teaching and learning, knowledge of training reform. etc)*

(D) HEAD TEACHER/SENIOR HEAD TEACHER INTERVIEW GUIDE

1. PERSONAL HISTORY

- Could you tell us a bit about your background?

2. STUDENTS

- Could you describe the sorts of students your section works with?
  Employment/ age group/motivation/gender
  What are the most challenging aspects of working with these students?
  Are there any characteristics of your students that you think make them different from other TAFE students?

3. TEACHING

- Are there new roles emerging in the work of teachers? What are they?
- Are there new areas of competence that you would expect new F/T TAFE teacher appointments to be able to undertake? What are they?
- What aspects of TAFE teaching would you suggest need to be emphasised in initial teacher training?
- Many professions have a set of explicit ethical and values based statements concerning their professional practice. What values do you think should govern the professional work of TAFE teachers ?
- Could you tell me what you see as the main attributes that a beginning TAFE teacher needs to have in order to teach effectively in TAFE?
  (Knowledge/skills and other abilities)
- What areas would you nominate as being of a high priority for continuing education programmes for TAFE teachers?

4. WORKING IN TAFE

- What do you regard as the most significant change in TAFE that has most impacted on teachers work?
- What roles do you see as becoming increasingly important in teachers work?
- What would you say are the things that distinguish TAFE and TAFE teaching from secondary school education and university education?
- Knowledge is always stated as a crucial attribute for teachers? What knowledge do you think teachers need in TAFE?

(E) COLLEGE DIRECTOR/CAMPUS MANAGER INTERVIEW GUIDE

1. TAFE AND THE COLLEGE

- Could you describe the profile of the college and the industry/community it serves?
- What changes would you nominate as being the most significant for TAFE in recent years?
- In what ways have these changes impacted on teachers work?
- Are there new roles emerging in the work of teachers? What are they?
- Are there new areas of competence that you would expect new F/T TAFE teacher appointments to be able to undertake? What are they?
- What aspects of TAFE teaching would you suggest need to be emphasised in initial teacher training?
- What areas would you nominate as being of a high priority for continuing education programmes for TAFE teachers?
- Many professions have a set of explicit ethical and values based statements concerning their professional practice. What values do you think should govern the professional work of TAFE teachers?
- What do you see are the main attributes that a competent TAFE teacher needs to have in order to teach effectively in TAFE today?

APPENDIX 4

LITERATURE REVIEW

1. Abbott-Chapman J., Radford, R. and Hughes, P. 'Teacher competencies - a developmental model'. *Unicorn* Vol 19 No 3 September 1993 pp 37-48

This is the third study commissioned by the National Project on the Quality of Teaching and Learning (NPQTL) into competency-based standards for teachers. The research approach drew on a complex set of methodologies which allowed the research team to link the beginning teacher's experience with that of competent teachers. The suggested model developed from this approach identifies three 'competency areas': teaching competencies, organisational competencies and educational competencies. It is argued that the three types of competency are needed in the performance of teachers' tasks. (p37)

The process of gathering overlapping layers of experimental data was an important aspect of the research as it gave insights into what teachers think about themselves. The research addressed;

- *the nature of teacher tasks*
- *instructional repertoires*
- *teaching contexts*
- *student/teacher relationships*
- *implicit knowledge*
- *reflection,*

2. Board of Teacher Registration, Queensland (1994) *Knowledge and Competence for beginning Teaching*, report of a policy development initiative: Toowong Q.

This report developed out of an 'implied need for re-examination of the knowledge base and competencies required by beginning teachers' (Smith p1). From the beginning of the project there was an acceptance that the project would provide only a partial coverage of the field. The studies in the report resulted from networks established to bring together researchers who had similar topic interests. Twelve studies were conducted, seven of which are represented in the report. Each chapter presents its own findings and offers its own conclusion and/or recommendations and an overview is presented in the final chapter. The five areas of focus were:

- *the* ***cognitive processes*** *used by teachers to develop their professional knowledge base*
- *the* ***origins or sources of teachers' professional knowledge base***
- *the* ***factors*** *shaping its development*
- *the nature of the* ***practical knowledge*** *held by teachers, including procedural or strategic knowledge and knowledge of students and*
- *the* ***content knowledge and reasoning skills*** *within one disciplinary field (Marland p203).*

3. Collins, Cherry (ed) 1993 *Competencies: The Competencies debate in Australian Education & Training*. Canberra: The Australian College of Education.

This edited collection brings together the policy makers who provide the background of what they have been trying to achieve through competency-based reforms with the educators who are

attempting to implement the new policy directives and discuss the strengths and difficulties of the process; as well as the analysts who use psychological and sociological perspectives to reflect on the wider political and social implications of the competency movement.

4. Competency Standards Body - (CSB) Assessors and Workplace Trainers (1994) *Workplace Trainer Competency Standards.* Endorsed by the NTB, Canberra.

Almost every member of the workforce undertakes some form of training. Much of the training is informal and on-the-job. Some training is employer organised and a small percentage training is external to the workplace. Competency Standards for Workplace Trainers were endorsed by the National Training Board (NTB) in April 1992.

This booklet details the Units of Competency, the Elements and Performance Criteria for both Category 1 and Category 2 Trainers.

Category 1 applies to those who provide some training in the workplace but for whom training is not the main part of their job.
Category 2 applies to those whose main job is training, which includes program development and assessment trainees, reporting and documenting.

Three distinct features of the standards are discussed:

- *they are 'cross industry' in nature*
- *they have 'guideline application'*
- *they are not aligned to specific levels on the Australian Standards Framework (ASF).*

5. Crowther, Frank; Caldwell, Brian; Chapman, Judith; Lakomski, Gabriele & Ogilvie, Doug (Eds) (1994) *The Workplace in Education - Australian Perspectives (Yearbook).* Sydney: Edward Arnold.

This, the first yearbook of the Australian Council for Educational Administration (ACEA) is basically concerned with school education issues. However there are two parts of the book which are of interest to this study - Part 4 Education, Training & Work and Part 5 Contemporary Research in Educational Administration: Selected Issues. While part 5 contains one chapter of significance to the whole project (Professional Competence and Education by Hager), it is Part 4 that is of particular significance to the development of a skills and knowledge profile within a context of quality teaching.

Williamson (p 138) lists 5 dimensions identified by The Organisation for Economic Co-operation and Development (OEDC) as being relevant to quality teaching:

- *knowledge*
- *pedagogic skills*
- *reflection*
- *empathy*
- *managerial competence*

'Evidence is accumulating that standards, and the knowledge that underpins them, need to be embedded largely in the context of the subject being taught and the level of teaching.'

(Schulman in Ingvarson p 166)

Ingvarson suggests that this contradicts the view that most teaching consists of generic skills. The most promising way of representing standards, he adds, is through cases of teaching - standards developed from 'what teachers need to know in order to provide opportunities for learning...'

6. Denning, S. (ed) (1993) *Revised Victorian TAFE Teacher Competence Statements - Project Report (condensed version).* Broadmeadows & Holmsglen TAFE Colleges.

The aim of this project was to validate the Competence Statements for TAFE teachers, identified in the TAFE Teacher/ Industry Trainer Draft Competency Statements Report, Aug. '92. These are presented in 7 units and are shown to correlate with the Workplace Trainer Competency Standards. Each of these units is further described in terms of elements.

Recommendations were that these revised competence statements:

- *form the basis of any further developmental work in TAFE teacher competencies*
- *form the basis for the design and implementation of professional development programs for TAFE teachers*
- *form the basis for further research into current and emerging TAFE teacher training*
- *that the development of competence standards related to these revised competence statements be given the highest priority in any further developmental work.*

7. Dykman, Ann (1994) 'The role of educators' in *Vocational Education Journal.* American Vocational Association, January, pp 24-25.

This article highlights the consultative role of vocational/technical educators in developing skills standards for industry. Educators are also involved in developing competency testing and certification processes. The teaching role is not just one of being able to train in solid technical skills, teachers are also expected to develop interpersonal, teamworking and problem solving skills in their students. The vision for industry and teachers alike is that of meeting a national standard of 'Zero Defects'

8. Eltis, K. & Turney, C. 'Defining generic competencies for beginning teachers' *Unicorn* Vol 19 No 3 September 1993 pp 24-36.

This is the second paper commissioned by the National Project on the Quality of Teaching and Learning (NPQTL) to develop draft proposals of generic competencies for beginning teachers. The authors noted that, in the longer term, what will matter is whether or not teachers are encouraged to reflect critically on their practice. Eltis and Turney argue that teaching continues to be a complex activity that is much more than the sum total of performance on particular indicators or competencies (p 24).

The study was conducted within the consciousness of hostility towards the development of competency standards for the professions. The four domains of professional work undertaken by teachers were considered by Eltis and Turney to be:

- *the classroom*
- *the school*
- *the community*
- *the professional*

Eltis and Turney explored the assumptions surrounding effective teaching and argue that the complexity of teaching should not be a deterrent from attempting to understand what effective teachers do. They concluded that teacher education should continue to encourage teachers to be critically reflective of their own practice as this dynamic process will reflect possible competencies.

9. Field, Laurie (1990) *Skilling Australia.* Melbourne: Longman Cheshire.

In 'Skilling Australia' Field suggests that there are nine challenges that trainers and TAFE teachers will meet in relation to the 1990's vision of 'industry revitalisation', they are:

- *recognising and supporting on-the-job learning*
- *providing training in 'under the surface' skills*
- *grounding training in organisational technoculture*
- *recognising the active nature of learning*
- *supporting internal labour market strategies*
- *ensuing equal access to training*
- *introducing integrated training solutions*
- *providing training in small businesses*
- *taking advantages of new roles for TAFE*

10. Finn Report (1991) *Young Peoples' Participation in Post-Compulsory Education and Training.* Report of the Australian Council Review Committee. Canberra: Australian Government Printing Service.

All teachers will need a general understanding of the training sector's emerging emphasis on competency based assessment. Within the TAFE/training sector the major change will be around curriculum content. TAFE teachers will have to accept the responsibility for the development of their students to appropriate levels in all the key Competence areas.

11. Hall, William C; Hayton, Geoffrey; Mageean, Pauline and Scarfe, Janet. (1990) *National Review of TAFE Teacher Preparation and Development. - Stages 1A and 1B - Skills and Competencies.* Adelaide: TAFE National Centre for Research and Development.

Stage 1A of this study was a training needs analysis to identify the skills and competencies required by TAFE teachers in the 1990s while Stage 1B was to identify the present skills and competencies of teachers.

Seven skills categories were used:

- *teaching*
- *curriculum development*
- *determining client needs and industry liaison*
- *management/administration*
- *updating own subject*
- *workplace context*
- *general personal qualities which included communication.*

12. Hall, William C; Dean, Susan; Guthrie, Hugh; Hayton, Geoffrey; Mageean, Pauline and Scarfe, Janet (1991) *National Review of TAFE Teacher Preparation and Development, Stage 2 - Models.* Adelaide: TAFE National Centre for Research and Development.

Stage 2 of this National Review included a questionnaire to TAFE teachers, Results showed the five key skill areas rated as medium to high in importance for beginning TAFE teachers (in rank order of importance) were:

- *teaching*
- *general personal qualities*
- *curriculum development*
- *updating own subject*
- *workplace context*

Five skill areas were rated as medium to high in emphasis for continuing teacher development (in rank order of importance):

- *updating own subject*
- *determining client needs and industry liaison*
- *curriculum development*
- *management/administration*
- *general personal qualities*

25 possible specialisations for TAFE teachers were identified but these fell broadly into one of the following categories:

- *industry/client consulting*
- *management/administration*
- *staff development and career counselling*

13. Holland, Susan (1993) 'From the Comfort Zone to the Cutting Edge: Human Resource and Staff Issues for TAFE in the 21st Century' paper presented at *Vocational teacher education as lifelong learning: What beyond initial teacher education?* Convened by University of Technology, Sydney and NSW TAFE commission. Ryde, October.

The point is made that the issue of competency standards is in some ways a red-herring as the fundamental issue is not whether or not there are competency standards for TAFE teachers but whether there are appropriate career paths for those already in the profession and whether the part-time staff are properly valued. Conceptually, the development of competencies for the profession is not impossible but it will be necessary to find some set of competency standards that will allow us to distinguish between TAFE teachers and workplace trainers, and to consider appropriate roles for teachers, to determine the knowledge and skills required for teaching.

14. Louden, W . Portraying competent teaching: Can competency-based standards help? *'Unicorn,* Volume 19 No 3 September 1993 pp 13-23.

This is the first study commissioned by the National Project on the Quality of Teaching and Learning (NPQTL) into competency based standards for teachers. The paper begins with a clear statement of scepticism (from the 1970s) towards competency-based standards for the teaching profession but proceeds with the development of a shift in thinking and the development of competency standards from case studies. Five expert panels of teachers were used in four states and territories to build standards directly from case studies of teachers' work.

The National Training Board (NTB) templates of units of competence, further breakdown into elements of competence with each being specified by generic performance criteria, were applied. By illustrating the elements of competence with stories from case studies, any drift towards portraying teaching as a 'value-free list of separate technical skills' is avoided (p22). The Report characterised teachers' competence in terms of five (5) broad units of competence:

- *teaching practice*
- *student needs*
- *relationships*
- *evaluating and planning*
- *professional responsibilities.*

15. Mayer Committee, (May, 1992) *Employment-Related Key Competencies: A Proposal for Consultation.* Melbourne.

As a result of the agreed options from the Ministers of Vocational Education, Training and Development (MOVEET) for the implementation of Competency Based training by 1993, it became necessary for vocational education and training systems to begin development of competency based curricula. One of the factors shaping the development of options for implementation is the professional development and training for teachers and trainers. Training will be required to meet the needs of teachers and trainers to implement the Key Competencies.

The Seven Key Competencies are to be implemented at three performance levels, with Level three performance to be reached by most yr 12 or equivalent students. This has implications for TAFE teachers and trainers and their training needs..

16. Nasta, Tony (1993) *Change through Networking in Vocational Education.* London: Kogan Page.

The early chapters in this book take an analytical approach to its discussion on networking. There is one chapter (14) which suggests guidelines for action for those involved in managing vocational education.

One of the guidelines states that learning organisations must create a culture of learning.

'The capacity of institutions of vocational education to deliver high quality learning depends..., Nasta states, or the capacity of their staff and their students to continue learning'

Another guideline states that vocational providers should enhance the opportunities for its students to develop external networks. The learner in the future, he says, will need to be a networked learner (another set of knowledge and skills required by teachers?)

17. McGrath, B. (1995) *Customer Service Research Study for TAFE NSW (draft).* The Quality Unit NSW TAFE Commission: St Leonards.

The purpose of the study was to provide TAFE NSW with data on student needs, preferences and expectations to target improvements to programs and services. The output was to include identification of what TAFE student customers find important; how TAFE students perceive their TAFE is performing; what TAFE student customers want improved and student awareness of 'customer help 'publications.

The point was made that of the Top 5 factors of importance reported by students, 'teacher' issues were very high, accounting for four(4) of the Top 5 factors.

No 1 ...your teacher knows what he or she is talking about
No 2 ...your teacher explains everything clearly
No 3 ...your teacher understands how the workplace operates
No 4 ...your teacher is up-to-date technically with what is required in the workplace

18. NSW Ministerial Advisory Council on Teacher Education and Quality of Teaching (MACTEQT) (1994a). *NSW Strategic Policy Framework for Teacher Education - Initial Teacher Education,* Sydney.

The MACTEQT Task Force identified some strategic issues in the development of Principles for Quality Teaching in TAFE:

- *as TAFE is a national system, flexible and open forms of delivery are important*
- *national level changes in turn change the nature of TAFE teachers' work*
- *supply and demand issues are a different order from those for primary and secondary teaching*
- *almost half of teaching in TAFE is done by P/T teachers.*

19. NSW MACTEQT (1994b) *Desirable Attributes of Beginning Teachers.* Companion document to 1994a, Sydney.

This is a companion document to the NSW Strategic Policy Framework for Teacher Education: Initial Teacher Education and details the key desirable attributes of beginning teachers in early childhood, primary and secondary beginning education. There are some generic attributes but others are specific to early and compulsory education.

20. NSW MACTEQT (1994c) *NSW strategic Policy Framework for the Professional Development of Teachers: Continuing Professional Development(Draft),* Sydney.

An underlying principle highlighted in this report is that each teacher has a fundamental responsibility for their own learning - they are not passive recipients of materials from others. When complete, each stage of the framework initial preparation, induction and professional development will share this common format:

- *a clear expression of aims, rationale and context of the Strategic Policy Framework*
- *the same underlying principles*
- *policy goals, and priority areas for attention within these goals*
- *a review process to allow updating and refinement of the framework over time and identification of areas for research*
- *an information framework identifying data collection needs to assess progress towards the policy goals.*

21. NSW MACTEQT (1994d) *NSW Strategic Policy Framework for Quality Teaching in TAFE (Draft),* Sydney.

The draft lists eight principles for Quality Teaching in TAFE which summarised are:

- *derived from technical expertise and experiential knowledge*
- *founded on ethical relationships*
- *influenced by critical reflection and informed by research and practice*
- *fosters in students a commitment to lifelong learning*
- *knowledge and skills through prior, concurrent and continuing education*
- *knowledge and skills applied in a variety of contexts*
- *initial education should reflect principles of adult learning; respond to teachers and TAFE; be in collaboration with stakeholders; apply RPL, articulation and portability.*
- *initial teacher education should take into account all of the above.*

Goals and Priorities for quality teaching are:

- *A Teacher Education Partnership in a National System*
- *Quality Teacher Education Resources - National Context for Education and Training*
- *Quality Teacher Education Programs*
- *Quality Teacher Education Outcomes.*

22. Preston, Barbara & Kennedy, Kerry (1994) *Models of professional standards for beginning practitioners and their applicability to initial professional education.* A paper presented at the conference of the Australian Association for Research in Education, Newcastle.

This paper is a very concise summary of the development of competency approaches in Australia. Preston and Kennedy cite Baldwin, the then Minister for Higher Education, when he said in an address to the Australian Council of Professions (1992) that 'there is no Government policy stipulating that competency standards must be adopted by professions or incorporated into higher education programs preparing students for the professions'.

Professions, then are free to develop or not develop standards. On their own they may not be sufficient to do a particular job and should only be used when appropriate.

The Appendices to this paper include the competency standards developed from the skills perceived to be required of the beginning teacher by-

- *NPQTL (National Project on the Quality of Teaching and Learning 1994)*
- *Victorian key selection criteria (Victorian Department of School Education 1994)*
- *NSW Desirable Attributes of Beginning Teachers (Boston 1993)*
- *Practitioner Competencies for Adult Basic Education (Australia) (Scheeres et al. 1993)*
- *Workplace Trainers (CSB —Workplace Trainers 1992)*
- *Expectations for beginning teachers (US) (Reynolds 1992)*
- *Categories of the Knowledge Base for Teaching (US) (Shulman 1987)*
- *Principles which underpin draft standards developed by the US Interstate New Teacher Assessment and Support Consortium (McFarlane 1994)*
- *Professional competencies which characterise the successful teacher (Northern Ireland DENI 1993).*

23. Reynolds, Anne (1992) What is Competent beginning Teaching? A Review of the Literature. *Review of Educational Research.* Vol 62 No 1 pp 1-35.

To find an answer to her question Reynolds melds findings from the literature on effective teaching with findings from the literature on learning. This extensive review does not address the administrative tasks of the teacher, but concentrates on teaching tasks and the differences between beginning and experienced teachers.

From synthesis of the literature, Reynolds (who is responsible for developing assessments for teacher licensure in the US) expects teachers to enter the first year of teaching with:

- *knowledge of the subject matter that they teach;*
- *the disposition to find out about their students and school, and the ethnographic and analytical skills to do so;*
- *knowledge of strategies, techniques, and tools for creating and sustaining a learning community, and the skills and abilities to employ these strategies, techniques and tools;*
- *knowledge of pedagogy appropriate for the content area they will teach;*

- *and the disposition to reflect on their own actions and students' responses in order to improve their teaching, and the strategies and tools for doing so.*

Reynolds states that about the middle of the first full-time teaching year the formal evaluation of competence should take place. At this time teachers should also be able to plan lessons; develop rapport; establish and maintain rules; monitor physical classroom conditions; present work in such a way that students are able to link; assess student learning and reflect on their own actions.

24. Scheeres, H, Gonczi, A, Hager, P. and Morley-Warner, T. (1993) *The Adult Basic Education Profession and Competence: Promoting Best Practice.* Final Report for the International Literacy Year project; DEET- 'What is a Competent ABE Teacher'. University of Technology, Sydney.

Significant advantages were seen in adopting competency standards for the profession, these included:

- *maintenance of professional standards*
- *basis for professional development*

This report records the competencies that are valued and demonstrated by experienced teachers of Adult Basic Education at what is referred to as the 'emerging' phase of this profession. The report is considered to be a working document with a recommendation for ongoing review. The report describes the context of ABE Teacher Competencies; the research methodology; practitioner competencies for ABE and evaluation and validation. The appendices include useful resource material from data collected from subject expert workshops -modified functional analysis; critical incident interviews; observations of practicing teachers; examination of duty statements; widespread consultation with members of the profession and consultation with other projects.

25. Snewin, D. (1994) 'Selected Vocational Education Teacher Competencies and their Perceived Relevance to TAFE Teachers'. Paper presented at NCVER Conference and Workshop *Research in University and TAFE.* Townsville.

This is a report of a study into the professional development of TAFE vocational education teachers. Ten major (or 'key') competency areas listed below were selected and further broken down to 59 minor competencies:

- *present instructional sessions*
- *administer instructional programs*
- *manage instructional competencies*
- *plan and organise instruction*
- *prepare and use instructional materials*
- *liaise with the local community*
- *undertake professional development activities*
- *develop interpersonal skills*
- *utilise assessment and evaluation competencies*
- *use principles of adult learning.*

26. Stevenson, J. C (1993) 'Competency standards for TAFE teachers: Developing criteria for expert professional practice. Keynote address. Vocational *teacher education as lifelong learning: what beyond initial teacher education?* Convened by the University of Technology, Sydney and NSW TAFE Commission. Ryde, October.

Stevenson argues that rather than well-researched and justified arguments being the conceptual basis of CBT, slogans such as 'industry driven', 'increased productivity', 'level playing field', 'international competition', 'focus on outcomes', 'competence', 'training' and 'reforms' have been used. He prefers and uses the term 'expert professional practice' rather than competency standards.

Any attempt to establish criteria for expert professional practice in TAFE teaching needs to:

- *identify the value position that constitutes professionalism in TAFE teaching*
- *reconcile this position with concepts of professional teaching in the other sections of education*
- *take expertise to mean not only the ability for skilled routine practice, but also the ability to adapt to change and to be able to reason and to solve problems.*
- *emphasise the development of conceptual and theoretical understanding*
- *recognise the inter-relationships among various sources for defining expertise in professional practice.*

27. Scarfe, Janet (1991) *National Review of TAFE Teacher Preparation and Development: Literature Review.* Adelaide: TAFE National Centre for Research and Development.

This review emphasises the issues that emerge from the literature. The research brief for the major review distinguished between the beginning teacher and the experienced teacher, however the literature does not generally do this nor does it generally make a distinction between part-time and full-time.

The review covers the following areas:

Section A *Skills and Competencies of TAFE teachers -categorising teachers skills*

Section B *Teacher preparation and development: previous reports*

Section C *TAFE teacher preparation programs in Australia - the content and focus of initial teacher training*

Section D *Professional development of TAFE teacher programs in terms of what is available, its provision and its funding.*

28. The NSW branch of the Australian Nurse Teachers' Society Inc. (ANTA). Nurse Teacher Competencies. *The Bulletin* Spring 1994

The consultative process was guided by a steering committee representing nurse educators from clinical, rural and metropolitan health organisations; the College of Nursing; TAFE and the University sector. The term 'nurse educator' reflects all those who are involved in nurse education and in research within this field. The list of 10 competencies are not intended as a checklist for staff appraisal, but they are to assist those involved in the education of nurses and the promotion of research into nurse education. The competencies are now undergoing validation in the workplace, It is anticipated that a realistic appraisal will be completed within 12-18 months,

29. VEETAC Working Party on TAFE Staffing Issues. (1992) *Staffing TAFE for the 21st Century - Phase 1.* Regents Park: NSW Government Printing Services.

This is a qualitative report of data gathered by workshops and interviews in nine colleges covering 20 sub disciplines. The document covers a wideranging profile of Staffing Issues. Some of the issues of interest are:

- *in terms of the change management process there should be a significant component of staff development to ensure that staff have the appropriate skills*
- *in terms of recruitment TAFE need to employ staff who have actual or potential ability to develop a range of skills; capacity to change and an ability to deal with a diverse clientele*
- *in terms of skills training there is a need for facilitator and industrial consulting skills such as training needs analysis, skills audits and negotiation skills*

A major criticism in relation to higher education courses was the use of traditional lectures/tutorials to present issues such as CBT and to extol the virtues of RPL but to have no provision for it within the institution itself.

Appendix D lists 95 functions of TAFE teachers/other delivery staff.

30. VEETAC Working Party on TAFE Staffing Issues. (1993) *Staffing TAFE for the 21st Century - Phase 2.* Regents Park: NSW Government Printing Services.

The main purpose of Staffing TAFE for the 21st Century (Phase 2) is to provide advice to TAFE'S industrial parties regarding options for career development and the setting of competency standards for TAFE staff.